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ABSTRACT

This curriculum guide describes an introduction to law-related education for fourth graders in the Duval County Public Schools in Jacksonville, Florida. Primary goals are described as stimulating competent thinking in children, and developing skills and attitudes that will help children function effectively in decision-making situations. The emphasis of the fourth grade material is on responsibility and citizenship training. The material is meant to be adapted to the existing basic curriculum and is not intended as a separate course of study. Although activities are primarily designed to complement the Social Studies curriculum, many may be used as part of language arts, math, health, and science curricula. The unit components are as follows: (1) major law-related concepts of responsibility, authority, privacy, property, and justice; sample lesson plans; and lists of films related to each concept; (2) law-related activities corresponding to the primary idea in the social studies curriculum for the fourth grade, i.e., that people have power over their own actions and decisions; and (3) reinforcement games and puzzles that can be duplicated. (CMG)

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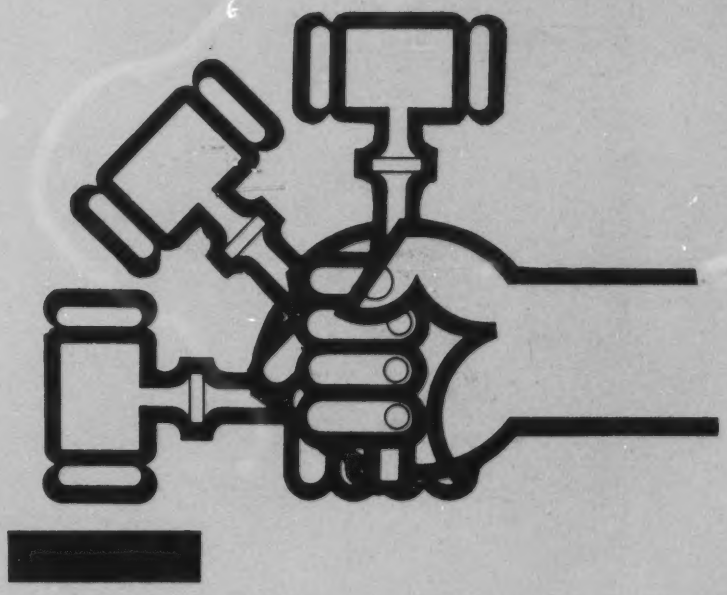
Social Studies

Law Related Curriculum

Grade Four



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Jacksonville, Florida
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TEACHERS GUIDE TO
LAW-RELATED CURRICULUM
IN THE
FOURTH GRADE

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PREFACE

The primary goals of this introduction to law-related education are to stimulate thinking competencies in children and to develop skills and attitudes that will help children function effectively in decision-making situations. The emphasis of the fourth grade material is placed on responsibility and citizenship training.

This material has been written as an infusion concept, easily adaptable as part of the existing basic curriculum, rather than as a separate course of study. Although activities are primarily designed to complement the social studies strand, many may be used as part of language arts, math, health, and science.

The unit components are as follows:

I. Major law-related concepts of responsibility, authority, privacy, property, and justice; sample lesson plans to be used in the development of critical thinking and citizenship awareness; and lists of films from Duval County Media Center related to each concept.

II. Law-related activities corresponding to the objectives outlined in the Duval County Social Studies Scope and Sequence for grade four.

III. Reinforcement games and puzzles for duplication.

PART I

LAW-RELATED CURRICULUM

CITIZENSHIP TRAINING

DECISION-MAKING STRATEGIES

I. Introduction

OBJECTIVE: The student will demonstrate awareness of the necessity of laws in a civilized society.

Materials

None

Directions

Use games to instruct students in the function of law in society.

Activity A.

Select 6 players (volunteers).

Give each player a token of some sort. (You may use a toy, new pencil, coin, or any other item that is attractive to the children).

Tell the group that it has 45 seconds to decide on a game using the token or toy.

Answer no questions.

At the end of 45 seconds, stop the activity, take the token or toy away from the 6 players, and declare one of the players the winner.

At this point there should be confusion, hurt feelings, and even anger.

Ask the children to give reasons why they did not enjoy the game. The responses should be that the game has no rules and that the choice of a winner was unfair.

Now, ask students if they would be satisfied with a game that has rules. When they respond affirmatively, go to Activity B.

Activity B.

Form 2 teams of 6 students each. Tell each team it is to pass a ball from the front of a row to the back. The first team that completes the ball passing wins. Begin as soon as children tell you they understand the rule.

Stop the game immediately and change the rules. Tell the teams that you really meant for each team member to bounce the ball once before passing it back. Begin.

Stop the game immediately. Insist that the ball must be bounced and then passed over the right shoulder. Begin.

Stop the game immediately. Insist on another rule such as each child singing "This Land in Your Land" and bouncing and passing the ball in rhythm.

Continue with rule changes as long as the teams will tolerate rule changes.

Ask if the group enjoyed the game. Lead students to realize that rules are necessary, that rules must be reasonable, and that rules are of little value if they are constantly changed.

Activity C.

Read the following story to your students. Ask them to raise their hands every time they think a law or rule applies.

Jerry jumped out of bed wide awake. He grabbed his alarm clock and shook it.

"Wow! I'm going to be late for school", he shouted, as he raced to the bathroom. He seized his toothbrush, squeezed a liberal amount of tooth paste on the bristles, and scrubbed his teeth vigorously for 1 minute. Then he peeled off his pajamas, stood under a warm shower for 2 minutes, lathered soap on a washcloth, and scrubbed the back of his neck - the spot he knew Mother would check first.

After a quick rubdown with an absorbent terry cloth towel, he streaked across his room and clad his shivering frame in pre-shrunk underwear, jeans, size 7; a pullover shirt, made in Taiwan; white ribbed socks with the tips striped in school colors, bought from the school Booster's Club; a pair of sneakers; and a little league baseball cap.

A quick glance at the clock told him he had 5 minutes to gulp orange juice and shovel down one large Grade A egg, one slice of buttered whole wheat toast, two strips of government inspected bacon, and a glass of Vitamin D homogenized milk.

Mother blew him a kiss as he raced out the door. He unlocked the strap on his bike, and rode to the street. He looked carefully right and left for traffic. As soon as the street was clear, he rode his bike to the right lane of traffic and pedaled in the direction of his school. He stopped at the stop sign on the corner, signaled for a right turn, and rode down the street that led to the school.

He braked at a street light showing red, dismounted, and walked his bike across the crosswalk. A school patrol girl greeted him as he locked his bike to the bikerack.

Jerry walked into his classroom, placed his state adopted math textbook, his pencil and notebook on his desk, and checked the clock. Whee! He had three minutes to spare!

Teach students that laws and regulations govern the standardization of time, the manufacture and distribution of all products, traffic control, and school attendance.

Students may locate (with some overlaps) as many as 50 law related items.

Lead students to understand that laws and rules affect almost everything we do.

Ask students to bring to school information on products that indicate legal regulations. Suggestions are: toothpaste box, label from a T-shirt, empty milk carton or cereal box, can of tuna, driver training handbook, etc.

See regulations governing hamburgers in Appendix.

Available Films: Introduction to Law Awareness

1.	"Rules, Rules, Rules"	10 min. color ej
2.	"Who Needs Rules?"	11 min. color ej
3.	"Why We Have Laws: Shiver, Gobble, and Snore"	7 min. color pej

II. Responsibility

Activity A.

OBJECTIVE: The student will demonstrate an awareness of the importance of responsibility to others.

Materials

None

Directions

Read the following situation to students:

There are three children in the Martin family: Mary, the oldest at 14; Bill, a nine year old who likes to have his own way; and Joe, age 12, a 6th grade student.

Joe has been earning some money lately by mowing yards and baby-sitting in the neighborhood. Joe wants to buy a red skateboard that he saw in the sports shop.

The skateboard is expensive, and Joe does not have enough money. He asks his parents to buy it for him. He insists that all his friends have one and that he needs a skateboard to be part of the group's plan for summer fun.

Joe's parents agree to buy the skateboard if Joe will agree to work, save, and pay half the price.

Joe agrees and promises to pay his share. Mr. and Mrs. Martin buy the skateboard and present it to Joe, reminding him of his promise.

School ends. Joe and his friends practice on their skateboards every day. The boys are having so much fun that Joe forgets about his promise. He can't find time to mow yards or baby-sit. Before school was out, Joe thought about getting a job delivering newspapers, but he hasn't had time to apply.

Joe's parents confront him with an unpaid bill. They tell him he has had enough time to earn the money.

Joe protests that he needs more time. His parents, however, are firm. They feel that Joe has had enough time and that he must meet his responsibility now.

Divide the class into 4 groups. Ask the groups to discuss what is fair from the standpoints of members of the Martin family. At the end of 10 minutes each group will select a spokesman to report the feelings of the group to the class.

Group 1. Mary: Mary is the 14 year old sister, She likes Joe very much because he lets her use his skateboard.

Group 2. Bill: Bill is the 9 year old brother. Joe says Bill is too young to use his skateboard. He would like a new toy of his own, but his parents say they can't afford it.

Group 3. Joe: Joe wants to become a skateboard champion. He needs to spend a great deal of time practicing. He promises to get a job before the summer is over and pay his share of the cost.

Group 4. Mr. and Mrs. Martin: Joe's parents bought the skateboard expecting Joe to fulfill his promise and pay half the cost. They are concerned about his learning responsibility. They also want Joe to set a behavior example for his younger brother.

Guide students to be aware that people have different opinions on a given subject according to their point of view.

Activity B.

OBJECTIVE: The student will demonstrate an awareness of responsibility as it pertains to his behavior in a school setting.

Materials

Chart paper (oak tag), markers.

Directions

Use the brainstorming strategy and list on the chalkboard as many ideas the children can think of concerning responsible behavior at school.
Have the class discuss and group the ideas. The group should then vote on which items to include on a class chart or bulletin board.

A sample product is as follows:

In Our Classroom We Show Responsibility When We
1. Arrive on time.
2. Bring proper materials and supplies.
3. Complete our homework.
4. Do class assignments.
5. Follow safety practices.
6. Listen carefully.
7. Use courtesy and respect.
8. Cooperate.
9. Share.
10. Follow the rules.

Write the results on an oak tag chart. Use the chart throughout the year as a reference and guide.

Activity C.

OBJECTIVE: The student will demonstrate his ability to identify situations in which persons may be held liable and to determine the extent of responsibility.

Materials

None

Directions

Inform 2 students of a "secret" role-play situation they are to perform in front of the class. Two students enter the classroom after the bell has rung and the class is attentive. One student will complain in a loud voice that the other student tripped him in the hallway causing him to fall and break his glasses. The other student claims he was only "playing" and did not intend any harm. He insists the situation was an "accident". The teacher should discuss the case with the role players. Questions should be asked such as:

1. What are the facts of the case?
2. What complaint is being made?
3. What are the feelings of each of you?
4. How will your parents feel?
5. Were any school rules broken?
6. Who is responsible?
7. What does the law say about liability?

Invite the other students to participate in the discussion. To what extent are the students responsible?

Ask a lawyer to visit your classroom and discuss the law, personal liability, and the consequences of actions that cause accidental harm to others.

Samples of other role play situations are as follows:

1. Carl and Ann are swinging. Ann asks Carl to give her a push. Carl agrees but decides to catch the swing on the second push and hold it. Ann falls out of the swing and hits her head. She has to be hospitalized.

2. Sara and Alan are practicing softball pitching. Alan wants to try some curve balls. He throws a ball that veers to the right and hits Tommy, a spectator, in the head. Tommy is cut near his eye.

3. Doug puts his foot in the aisle in the classroom. Chuck trips over Doug's foot and hits his arm on a desk. Chuck breaks a bone in his wrist.

4. Susan kicks a utility ball just as Tyrone stoops to catch it. Her foot hits his face. Tyrone has a broken nose.

5. Jason throws his book bag onto the table. His aim is poor, and the bag hits the class aquarium. The glass is cracked. Water runs onto the floor. Two of the fish die.

Activity D.

OBJECTIVE: The student will demonstrate his awareness of responsibility concerning use of a bicycle and safe riding practices.

Materials

Film, general art supplies.

Directions

The students will watch a film and be assigned individual or small group art projects. (See page 10)

Suggestions are as follows:

1. A mobile of road sign and hand signals.
2. A chart of rules of the road.
3. A collage of pictures from magazines.
4. A cartoon strip showing safety practices.
5. A mural of the neighborhood surrounding the school.
6. A bulletin board on proper care of a bicycle.
7. Illustrations of scenes involving bikes being used in safe situations.

There are many commercial materials available on bike safety; most are reasonably priced. These include charts, mobiles, manipulatives, and games. Free materials are available from the county safety department, the police department, the Florida Department of Safety, and AAA. A list of basic bicycle rules is in the Appendix.

Activity E.

OBJECTIVE: The student will demonstrate knowledge of laws and an awareness of responsibility concerning the treatment of animals.

Materials

None

Directions

Teach a lesson on Florida laws concerning treatment of animals. Emphasize the following:

1. To beat, kill, overdrive, mutilate, or to deprive an animal of necessary food and shelter is a first degree misdemeanor, punishable by one year in the county jail and/or a $1,000.00 fine.

2. To deprive an animal of exercise, fresh air, and confine him without wholesome food and water is a second degree misdemeanor, punishable by 60 days in the county jail and/or a $500.00 fine.

3. A juvenile accused of either of the above crimes will be reported to juvenile authorities and will have to undergo the juvenile procedures.

Brainstorm with the children ways to show concern and responsibility for a pet. List ideas on the chalkboard. Suggestions may include attention and love, shots and medical care, clean and shaded areas for rest and food, daily exercise, daily food and fresh water, spaying or neutering to prevent unwanted baby animals. Contact the Humane Society for updated information. Suggest children select one or more ideas for an art project. Children may draw short cartoon strips to illustrate ideas of responsibility.

Available Films: Responsibility

1.	"Animals - The Love and Care of Pets"	9 min. color kpe
2.	"Beginning Responsibility - A Lunchroom Goes Bananas"	12 min. color p
3.	"Beginning Responsibility - Being a Good Sport"	11 min. color P
4.	"Beginning Responsibility - Doing Things For Ourselves in School"	11 min. b&w p
5.	"Beginning Responsibility - Getting Ready For School"	11 min. color pe
6.	"Beginning Responsibility - Lunchroom Manners"	11 min. color p
7.	"Beginning Responsibility - Manners in Public"	10 min. color p
8.	"Being on Time Game"	11 min. color p
9.	"Bicycle Clown, The"	10 min. color e
10.	"Bicycle Riding Reminders"	11 min. color pejs
11.	"Bicycle Rules of the Road"	11 min. color pe
12.	"Bicycle Safety"	12 min. color pejs
13.	"Bicycle Safety Skills"	11 min. b&w pej
14.	"Bicycling on the Safe Side"	16 min. color ejsca
15.	"Bike Safety: Making the Right Moves"	15 min. color pe
16.	"Bike Wise to be Sure"	14 min. color ejsca
17.	"Cheating"	9 min. color ej
18.	"Family Chooses a Pet, The"	13 min. color pej
19.	"Finders Keepers"	8 min. color e
20.	"It Was My Fault"	11 min. color pe
21.	"Little Red Hen"	11 min. color p
22.	"Lying"	13 min. color pe
23.	"Must I/ May I"	15 min. color e
24.	"Response to Misbehavior"	8 min. color ej
25.	"School Bus Safety and Courtesy"	15 min. color pejs
26.	"School Bus Safety: Schmoadle Nightmare"	9 min. color e
27.	"Safety on Our School Bus"	11 min. b&w pej
28.	"Safety on the Playground"	13 min. color pe
29.	"Safety on the Street"	11 min. color ej
30.	"Sense of Responsibility, A"	4 min. color ejsca
31.	"What Should I Do? The Fight"	6 min. color e
32.	"What Should I Do? The Game"	6 min. color e
33.	"What Should I Do? Lunch Money"	6 min. color e
34.	"What Should I Do? The New Girl"	6 min. color e
35.	"What Should I Do? The Project"	6 min. color e
36.	"Your Bicycle and You"	13 min. color ej

III. Authority

Activity A.

OBJECTIVE: The student will demonstrate his knowledge of a need for authority and the various forms it takes.

Materials

File folder, markers, laminating paper.

Directions

Make a folder game on authority figures. Draw figures representing the law, school rule, and home rule on the outside of the folder. You may choose to use figures cut from magazines; however, cartoon shapes are simple to draw.
On the inside of the folder print the following information:

Laws regulate every part of our lives. Laws are enforced by someone in authority. We think of home and school laws as rules.

Use a marker. Identify each item as H-Home Rule, S-School Rule, L-Law.

Check your answers with the answer key written on the back of the folder.

_____ 1. Bedtime is at 9:00 p.m..
_____ 2. Maximum speed on the highway is 55 mph.
_____ 3. Brush your teeth before leaving for school.
_____ 4. Stop for all red lights.
_____ 5. Put clothes on a hanger in your closet.
_____ 6. Get a license to go duck hunting.
_____ 7. Do not bring knives into the classroom.
_____ 8. Sharpen pencils before 9:10 a.m..
_____ 9. Pick up wet towels and put them in a hamper.
_____ 10. You need a license to drive a car.
_____ 11. Stealing items from a store is called shoplifting.
_____ 12. Make your bed as soon as you get up.
_____ 13. Fighting is not permitted on the playground.
_____ 14. Cross the street at patrol posts.
_____ 15. You may not throw rocks at windows.
_____ 16. Chew with your mouth closed.
_____ 17. Turn in your homework on time.
_____ 18. Do not park your car next to a fire hydrant.
_____ 19. No gum or candy on field trips.
_____ 20. No running in the hallways.

Activity B.

OBJECTIVE: The student will assume the role of a school authority figure and demonstrate his awareness of the need for rules to be enforced to ensure order and safety.

Materials

None

Directions

Inform students of the school rule, "No Running In the Hallways."

Write on the chalkboard:

Violation of this rule carries the following punishments:

Warning
1 to 5 days detention for 15 minutes after school hours.

Explain to students that each one is to assume the role of principal. He is to listen carefully to cases read by the teacher. Each principal is to make a determination based solely on the facts presented.

Following a discussion of each case, a vote will be taken to see how the class of "principals" feels as a group.

Case 1. Two boys are racing through the hallway. They are stopped by a teacher. The teacher asks the boys why they are running in the hallway and whether or not they know the rule prohibiting running in the hallway.

The boys state that they know about the rule, but they are late to their resource class and are worried they will miss the beginning of a film and disturb the rest of the class.

Case 2. A girl is seen racing down the hallway. She is stopped by a teacher. The teacher asks her if she knows about the rule concerning running in the hallway. The girl explains that a fellow student is hurt on the playground and that she is running to the office to get help.

Case 3. Three 5th grade boys are running down the hallway. When a teacher stops them, they explain that they need to practice the 50 yard dash for Playday. It is raining, and they cannot practice outside.

Case 4. One girl is seen jogging in the hallway. A teacher reminds her that running in the hall is a violation of school rules. The girl insists that jogging and running are not the same thing. She also insists that her father instructed her to jog whenever possible because she has a weight problem.

Case 5. Two students, a girl and a boy, are stopped in the hallway. They are running toward the library. When questioned by a teacher, they explain that their teacher is out of the classroom getting a film from the library. They were appointed monitors. Some of the students in the classroom refused to stop talking and to stay in their seats. The monitors are running to get their teacher.

Case 6. A first grade boy is stopped by an aide as he is racing down the hallway. He cries and tells the aide that he is running away from school. He is mad at his teacher because he feels she has too many rules. He insists that he needs to run home and tell his mother how he feels.

Follow-up Discussion

a. Why would a school want a rule about running in the hallway?
b. What is the purpose of a hallway, and how does the rule protect that purpose?
c. If you feel this rule should be changed, what suggestion can you make?
d. Under what circumstances, if any, should exceptions be made to a school rule?
e. Do you feel that students should have the right to suggest what rules should be made in their school to protect the safety and rights of all? Why?

Activity C.

OBJECTIVE: The student will recognize the principal as the main authority figure in a school.

Materials

None

Directions

Invite your principal to your classroom as a resource person. Ask the principal to speak on the following concerns:

1. What are the main responsibilities of a principal?
2. Does the principal make school rules? What is the basis for selecting rules for each school?
3. Who are the school enforcement officers.
4. Does the principal sometimes accept ideas from children about rules?
5. What things can a principal do to see that rules are obeyed? What things can a teacher do?
6. What is meant by the term "in loco parentis"?
7. Name some ways children can show respect for school authority.

Activity D.

OBJECTIVE: The student will demonstrate awareness of the power, responsibilities, and function of the police department.

Materials

Give each child a copy of the Police Code of Ethics. (See Appendix.)

Directions

Invite a resource person from the police department to speak to your class. (Your area Officer Friendly is trained to work with children.)
Before the officer arrives, discuss with the class the types of questions to ask. Be sure to give the officer a list of questions in advance.
Sample questions may include the following:

1. What are the most important safety rules we should follow? (Comment on bus, car, and bike safety, swimming and boating safety, pedestrian safety, the friendly stranger).
2. What are some of the crimes most frequently committed by children?
3. What are some ways children can help with crime prevention?
4. What happens to juveniles who are arrested? What rights do children have?
5. If a child has a serious problem at home such as abuse or neglect, where can he go for help?
6. Under what circumstances does a policeman use a gun?
7. How does one train for police work?
8. What is a police officer's main responsibility?

The officer's talk may be followed by a trip outside to the patrol car to observe special equipment.
In some areas, a field trip to the police department may be arranged.

Available Films: Authority

1.	"Good Citizens"	11 min. color p
2.	"Guidance: Let's Have Respect"	10 min. color p
3.	"Parents: Who Needs Them"	11 min. color pe
4.	"Policeman and His Job, The"	13 min. color ejs
5.	"Policeman - Day and Night"	11 min. color pe
6.	"Problems and Attitudes in School"	10 min. color pe
7.	"What's Your Authority"	11 min. color ej
8.	"Why We Have Taxes: The Town That Has No Policeman"	7 min. color p

IV. Privacy

Activity A.

OBJECTIVE: The student will demonstrate awareness of the need for privacy and the varying opinions concerning children's right to privacy.

Materials

Ditto sheet of opinion poll.

Directions

Tell the class the purpose of a poll. Give each child a copy of the Privacy Poll. Ask children not to write names on the papers.

Read each statement aloud to the students. Ask that student place a check in one of the columns: Agree, Disagree, Undecided.

Appoint a committee to tabulate the opinions.

Discuss with the class any items on which opinions are evenly divided or on which the Undecided has been frequently marked. (See next page for Privacy Poll.)

You may want to invite the Guidance Counselor to your room to handle the discussion on privacy.

Available Films: Privacy

1. "Forgive and Forget".

PRIVACY POLL

	AGREE	DISAGREE	UNDECIDED
1. It is important to have a friend you can trust.			
2. Some of our thoughts we should keep to ourselves.			
3. There is a difference between tattling and reporting dangerous actions of another person.			
4. Children should feel free to share all their feelings with a teacher.			
5. Sometimes it is helpful to discuss private thoughts that worry you with a guidance counselor.			
6. You should tell your friends exactly what you think of them, even if it means hurting their feelings.			
7. Everybody needs time to himself to be alone with his own thoughts.			
8. Teachers always have the right to read students' creative stories to the class.			
9. Everyone should have a private place to share his treasures such as a diary or baseball cards.			
10. Sometimes it is healthy to day dream.			

V. Property

Activity A.

OBJECTIVE: The student will demonstrate his awareness of respect for private property in a classroom setting.

Materials

Oak tag chart paper. Markers.

Directions

Make a wall chart for the classroom. Allow children to make suggestions.

The chart may appear as follows:

We Respect Private Property
By Obeying the following
Rules:

1. No one searches another student's desk.
2. Purses, lunch boxes, and bookbags are personal and private.
3. Items may be borrowed only if the borrower asks permission of the owner.
4. The teacher's desk, files, and record books are for her use only.

It is important for children to decide on their own rules. Children will be more likely to follow rules they establish for themselves.

Activity B.

OBJECTIVE: The student will demonstrate his awareness of the need for laws to protect property.

Materials

Newspaper and magazine pictures of littering and damaged property. Also, pictures of people cleaning or beautifying property.

Directions

Plan a collage for the bulletin board using cut out pictures of private and public property.

Have committees organize materials into two groups: constructive care of property and destructive care of property. Before materials are glued on cardboard or stapled on the board, make sure children agree on the two classifications.

Discuss with the class the following questions:

1. What is meant by "pride of ownership"?
2. To whom does public property belong?
3. Why should we respect property?
4. How can we protect private property?
5. How can we protect public property?
6. What is vandalism? Is it a crime?
7. Do you know of any laws that help us protect private and public property?
8. What do you feel is your responsibility in reporting someone who is damaging property?

Activity C.

OBJECTIVE: The student will demonstrate awareness of the seriousness of shoplifting and the effect this crime has on society.

Materials

One shoplifting sign borrowed from a department store. Resource person: Store manager.

Directions

Display the sign in front of the class. Ask the following questions:

1. Is shoplifting the same thing as stealing?
2. What is meant by the word crime?
3. If one of you were caught shoplifting, would you be considered to be a criminal?
4. What type of punishment do you think might be given to an adult?
5. What effect might shoplifting have on honest customers? What might happen to prices as a result of frequent shoplifting?
6. In 1979 more than two million dollars worth of goods were shoplifted in Florida. If a store found it necessary to hire security guards, might this expense have an effect on prices in the store?

Invite a store manager to talk with the class. Ask that he direct his remarks to the following topics:

1. Is shoplifting a serious problem?
2. Is it a serious problem among juveniles?
3. Discuss ways your store uses to prevent shoplifting.
4. What effect does shoplifting in your store have on the customer?
5. Is employee theft a problem?
6. Do you have shoplifters prosecuted?
7. How may we as concerned citizens help prevent shoplifting?

Activity D.

OBJECTIVE: The student will demonstrate his awareness of the seriousness of shoplifting and the consequences of the crime.

Materials

Resource person: Attorney.

Directions

Read the following story to the class:

On Saturday afternoon Karen brought home a red sweater and matching knee socks. She told her mother that she and a friend, Toni, were trading clothes.

On Wednesday Karen returned home late from school. She had a red plaid skirt that she said she borrowed from Julia. When mother asked why Julia would lend her a skirt, Karen replied that the skirt was too small for Julia and a perfect fit for her.

The next day Karen brought home a brown leather shoulder bag. She explained she had spent her savings plus $5.00 she borrowed from Toni to get a bag to match her school shoes. Karen's mother decided to call Toni's mother, but Karen said that Toni had an unlisted phone number.

On Friday Karen was brought home by a policeman. He said Karen was caught trying to steal an expensive coat in a dress shop. The shop reported that a $40 red cashmere sweater, red knee socks, a $35 red plaid skirt, and a $35 brown leather had been stolen during the past week. The total value of all items was over $100.

Karen became upset and ran to her room.

She brought the articles to the policeman and said that she had lied to her mother about the clothes.

Karen was arrested as a juvenile offender.

Ask the attorney the following questions:

1. Was Karen guilty of a crime?
2. Are her parents guilty, also?
3. Is a juvenile offender treated differently from an adult?
4. Will Karen have to face a trial?
5. What type of punishment is generally given to first offenders?
6. If Karen had been convicted as a juvenile delinquent on two former occasions, would her punishment be more severe?

Have the attorney conduct a question period with the class.

Available Films: Property

1.	"Greenhouse"	11 min. color pejsa
2.	"Respecting Others Game, The"	11 min. color kp
3.	"Sharing"	8 min. color ej
4.	"Shoplifting: It's A Crime"	12 min. color ejs
5.	"Supermarket Mixup"	11 min. color e
6.	"Vandals, The"	27 min. color js
7.	"What Should I Do? Lunch Money"	6 min. color e

VI. Justice

Activity A.

OBJECTIVE: The student will demonstrate awareness of school rules and fairness in dealing with misconduct.

Materials

Copy of Duval County Student Code of Conduct.

Directions

Share various cases of classroom incidents with students. Ask them to assume the role of "teacher" and decide in each case how to handle the misconduct in a fair way.

Students have the options of punishment, no punishment, parent conferences, or counseling.

Case 1. Carlos never brings pencil and paper to class. He never does his homework, and often he cannot find his textbooks.

Case 2. Phyllis loves sweets. She keeps candy and gum in her purse and eats in class all day. Her teacher has warned her many times not to chew in class.

Case 3. Mary is often late for school. Her mother leaves for work at 7:00 A.M., and Mary must prepare for school by herself. She lives one block from the school. Mary is 10 years old.

Case 4. Sherman writes on his desk and in his textbooks. He wrote the times tables on his desk with a black marker. He also wrote answers in his math book on several pages. Today he tore a page in the encyclopedia.

Case 5. Jason took scissors from the teacher's desk and cut Patsy's hair. Patsy was very upset. This was the first time Jason had ever been in trouble in the classroom.

Activity B.

OBJECTIVE: The student will recognize court trial procedures through participation in a classroom mock trial.

Materials

Copies of situation for all students except members of the jury. Resource material to be shared by the teacher.

Directions

The teacher will share with the class procedures for a mock trial by using the following materials:

A trial is a meeting of a court to hear and decide a legal case. A mock trial is a pretend trial. In it, you and other students present the trial and act as the main people in the courtroom. The purpose of the mock trial is to help you learn more about courtroom procedure and the people who are a part of it. A mock trial follows the trial procedure of the lowest court.

A trial is held because two people or groups of people cannot solve a conflict.

The trial procedure solves a conflict by presenting facts to an impartial judge and jury. Each side of the case, through its lawyers, argues as strongly as possible. The jury listens to all the facts, weighs the two arguments, and makes a fair decision or verdict.

The Characters:

Judge - The judge is the person who is in charge of the court. He or she makes sure that the trial is fair and orderly. The judge sees that both sides of the case have a fair chance to present their arguments. Then the judge tells the jury what the principles of law in the case are.

Jury - The people on the jury listen carefully to the statements of the witnesses. The jurors think about the facts a witness tells to see if they make sense and if they agree with what other witnesses say. Each juror also listens to the opening statements and closing arguments of the lawyers. At the end of the trial, the jury makes a decision for the case.

Prosecuting Attorney - This lawyer brings the plaintiff's case before the court. He or she tries to show enough evidence to persuade the jury that their verdict should be in favor of the plaintiff.

Defense Attorney - This lawyer brings the defendant's case before the court. He or she tries to show that there is not enough evidence to prove the defendant guilty. This may be done by persuading the jury that the witnesses for the plaintiff were not dependable. The defense attorney may also try to show that the evidence was not based on fact or that the witnesses contradicted each other.

Witnesses - Each witness explains to the court what he or she believes to be the facts in the case. In a mock trial, the witnesses should report the information from the story.

Clerk of the Court - The clerk opens the trial and swears in the jury.

Court Reporter - The reporter takes notes to record the main points of the trial. This record can be used to find out what was said earlier in the trial. It can also be used for talking about what happened after the trial is over.

Getting Ready:

Choose one student to play each of the following parts in the mock trial: judge, plaintiff, defendant, prosecuting attorney, defense attorney, clerk of the court, court reporter, and bailiff. Choose 6 students to serve on the jury. An equal number of students should also be chosen to be witnesses for plaintiff and for the defendant.

It is best if the jury does not read the story before the trial. The facts should be presented to the jury through the questioning of the witnesses by the attorneys.

If possible, you may want to move the furniture in your classroom so that it looks like a courtroom.

The Trial:

Use the following order of events to present the mock trial.

Opening of the Court - The clerk of the court opens the court by saying that the court procedure is beginning. He or she also introduces the judge, the plaintiff, and the defendant.

Swearing in the Jury - The clerk of the court asks the jurors to take their seats. He or she then asks them to swear that they will act fairly in listening to the case.

Opening Statement by Prosecuting Attorney - This lawyer begins by telling the jury the important information about the case. This includes his or her name, the plaintiff's name, and the facts that led to the lawsuit. The prosecuting attorney then presents the plaintiff's side of the case to the jury.

Opening Statement by Defense Attorney - This lawyer begins by stating his or her name and the defendant's name. The jury is told that he or she will try to prove that the plaintiff does not have a valid case. The defense attorney then presents the defendant's side of the case to the jury.

Direct Examination of Witnesses - The prosecuting attorney calls the witnesses for the plaintiff one at a time to the front of the room The clerk of the court asks each witness to swear to tell the truth. The attorney then asks questions of the witness. The questions are based on the facts the witness has to offer. After the plaintiff's witnesses have been questioned by both lawyers, the defense attorney calls the witnesses for the defendant.

Cross-examination of Witnesses - During the cross-examination, an attorney tries to get the other side's witness to admit something that will help his or her client. The attorney may also try to show that a witness is not dependable.

Closing Arguments - Each attorney sums up the main points that help his or her client's case. The defense attorney is the first to present the main points.

Judge's Orders to the Jury - The judge explains to the jury what the principles of law are in this case. He or she asks the jury to make a fair decision about the case.

Verdict - The jury talks about and makes a decision for the case. In a real trial, the jury leaves the courtroom to reach a verdict. For a mock trial, the jury should talk about the case and come to a decision in front of the rest of the class. A majority vote of the jurors will decide the verdict.

After the Trial:

When the jury has reached a verdict, the mock trial is over. It is important then for the whole class to talk about the trial and its results. Use questions like the following as a guide.

* Did each person play his or her part in the right way?
* What law or laws were broken?
* What was the main conflict?
* What arguments did the defense present?
* What arguments did the prosecution present?
* What facts were not presented?
* What was the decision? Do you agree or disagree with it?

Mock Trial Situation

The Lawn Mower Case

Kevin Merwin borrows a lawn mower from his neighbor, Mrs. Johnson. Kevin, an 18 year old adult, promises Mrs. Johnson he will return her mower as soon as he cuts the grass in his yard.

Two weeks pass. The mower has not been returned. Mrs. Johnson asks Kevin for her lawn mower. Kevin says he lent the mower to his friend, Sam Kelly. He promises to see Sam about the return of the mower.

Kevin asks Sam for the mower. Sam has used the mower to cut tall grass in a field. One of the steel blades is bent, and the motor is damaged. Sam offers to help Kevin with repairs. Kevin tells Mrs. Johnson he will repair her mower and return it soon as possible.

Mrs. Johnson's grass is badly in need of cutting. She decides to buy a new lawn mower for $275.00. She tells Kevin he has been irresponsible with her property. She demands that he keep the old mower and pay her the full price for the new one.

Kevin refuses to pay. He declares the damage is not his fault.

Mrs. Johnson files suit against Kevin Merwin for the cost of a new lawn mower.

Additional Facts

1. Kevin has lived next door to Mrs. Johnson all his life. The Merwins and Johnsons are good friends. They have often borrowed items from each other.

2. Once Mr. Johnson borrowed the Merwin's garden hose. He accidently drove his car over the hose nozzle and smashed it. Mr. Merwin did not require Mr. Johnson to replace the hose.

3. Mrs. Johnson is willing to settle the case out of court provided Kevin pays her the full amount within 90 days.

4. Kevin Merwin has a job with a construction company. He makes $3.25 an hour.

APPENDIX

BICYCLE RULES

1. Obey all traffic signs and signals.
2. Yield to other traffic when it has the right-of-way.
3. Use hand signals for all your turns.
4. Always use lights and reflectors at night.
5. Ride on the bike path if there is one.
6. Give pedestrians the right-of-way.
7. Ride in single file.
8. Never tow anyone.
9. Check your brakes frequently. Be sure your entire bike is in good conditon.
10. Walk bike across busy intersections.
11. Never race in traffic. Never hitch a ride on a car.
12. Keep at least one hand on the handlebars at all times.
13. Ride as near to the right side of the roadway as you safely can.
14. Use caution at all times.

Section 1 Code of Ethics
(Taken From Police Handbook)

AS A LAW ENFORCEMENT OFFICER, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all men to liberty, equality, and justice.

I WILL keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in observing the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I WILL never act officiously or permit personal feelings, prejudices, animosities or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without force or violence and never accepting gratuities.

I RECOGNIZE the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics os the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession. . . law enforcement.

MIRANDA DECISION - DUE PROCESS

Warning To Be Given Before Taking Any Oral Or Written Confession

1. You have the right to remain silent.

2. Anything you say can be used against you in court.

3. You have the right to talk to a lawyer before you are asked any questions, and to have him present at the time you are being questioned.

4. If you want a lawyer and cannot afford to pay him, one will be provided for you free of charge.

5. If you decide to answer questions without your lawyer present, you have the right to stop answering at any time, and ask at that time to talk with a lawyer.

The accused may, if done knowingly, intelligently, and voluntarily, waive his right to remain silent. Failure of the officer to comply, will void a confession.

PRETEST AND POST-TEST - UNIT I

I. Read the following statements. Mark a T for true and an F for false.

_____ 1. In order to have an orderly classroom, it is necessary to have rules.

_____ 2. Once a law or rule is made it should never be changed.

_____ 3. Almost everything we do is controlled by laws, rules, or regulations.

_____ 4. Responsibility means always doing what a friend wants you to do.

_____ 5. Most traffic laws also apply to bike riders.

_____ 6. One way to learn responsibility is by caring for a pet.

_____ 7. Parents, teachers, policemen are examples of authority figures.

_____ 8. Almost everyone is responsible to some authority figure.

_____ 9. Equal opportunity is a right of all people in a democracy.

_____ 10. Shoplifting is a form of stealing.

_____ 11. In a classroom a student does not need permission to use someone else's property.

_____ 12. A school building is an example of public property.

_____ 13. The word conduct means the way a person behaves.

_____ 14. A mock trial is a pretend trial.

_____ 15. Any person can serve on a jury.

Resource Person Information Sheet

Date_____ Time_____ a.m._____ p.m.

Resource Person_____

Title/Position_____

School_____

Address_____

Principal_____ Phone #_____

Teacher_____ Room #_____

Grade Level(s) _____ Age of Students_____ No. of Students_____

Total time for Presentation_____

Topic of Presentation_____

Background students now have on topic:_____

_____

_____

_____

Student's special interests on topic:_____

_____

_____

_____

Include the following in the presentation:_____

_____

_____

_____

A-V Materials needed: _____

_____

Presentation Format:_____

Room arrangement desired: _____

_____

_____

For further information, contact: _____

_____

Contact Resource Person at: _____

Name: _____

Business: _____

Address: _____

City/St.: _____

Phone #: _____

Evaluation - Law Studies

1. Do the lessons meet the objectives satisfactorily? ☐ yes ☐ no

2. If your answer is no, please state specifically which lessons need to be changed and why you feel a change is necessary.

_____

_____

_____

3. This material is written for both average and advanced 4th graders. How would you rate the material in relation to your own group?

Too Difficult · Too Easy Adaptable

4. Are the reinforcement activities of value to you?

Yes ____ No ____ Comments _____

_____

5. State any strengths you have observed. _____

_____

_____

6. List any recommendations you feel would strengthen the program.

_____

_____

_____

7. Is the program relevant to the needs of your group?

Yes ____ No ____ Comments _____

_____

_____

Mail to: Maurice P. Shuman, Jr., Supervisor, Social Studies
Duval County School Board Building
1701 Prudential Drive, Jacksonville, FL 32207
Tel. 390-2130

Your Hamburger: 41,000 Regulations

The hamburger is the subject of 41,000 federal and state regulations, many of these stemming from 200 laws and 111,000 precedent-setting court cases.

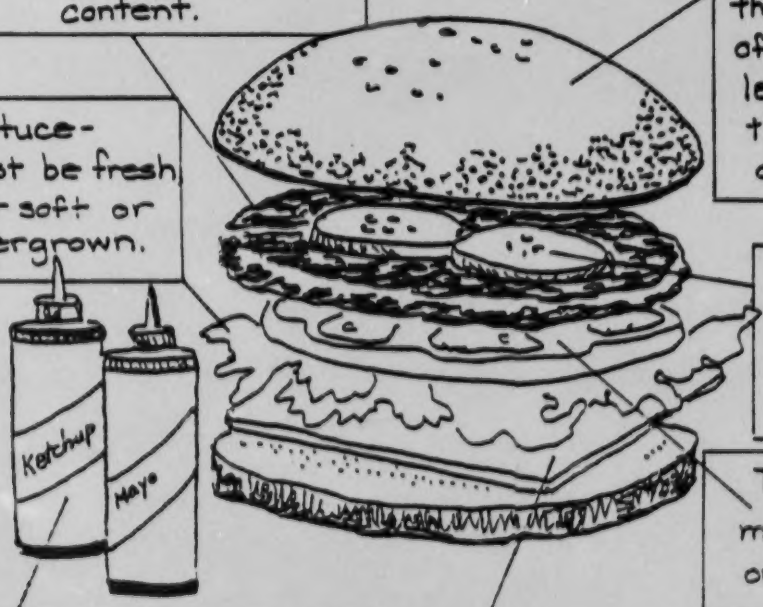
These rules touch on everything from grazing practices of cattle to the sale of the hamburger. Together, they add an estimated 8 to 11 cents per pound to the cost of hamburgers.

Sample Rules

Fat - No more than 30 percent fat content.

Bun - Enriched. Must contain at least 1.8 milligrams of thiamine, 1.1 milligrams of riboflavin, and at least 8 but not more than 12.5 milligrams of iron.

Lettuce - Must be fresh, not soft or overgrown.



Pickle - Slices must be between 1/8 and 3/8 inches thick.

Tomato - Must be mature but not soft or overripe.

Ketchup - To be considered Grade A fancy, it must flow no more than 9 centimeters in 30 seconds at 69 degrees Fahrenheit.

Cheese - Must contain at least 50 percent milk fat and, if made with milk that is not pasteurized, must be cured for 60 or more days at a temperature of at least 35 degrees Fahrenheit.

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PART II

LAW-RELATED CURRICULUM

FLORIDA STUDIES

ELEMENTARY SOCIAL STUDIES SCOPE AND SEQUENCE

GRADE LEVEL: FOUR THEME: OUR WIDENING WORLD

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

GRADE LEVEL: Four THEME: Our Widening World

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.	
SECONDARY IDEAS	**OBJECTIVES**
4.2 People organize to provide order, leadership and protection.	Given proper materials and directions, the student will: 4.2.1 list in writing the three functions of state government and the department that administers each. 1. Legislative Department - passes laws 2. Executive Department - enforces laws 3. Judiciary Department - interprets laws. 4.2.2 list in writing the two bodies of the Legislature: the House of Representatives and the Senate. 4.2.3 explain how members of the legislative body are chosen and identify their major responsibilities. 4.2.4 match the titles of cabinet members to their correct duties.

GRADE LEVEL: Four THEME: Our Widening World

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.	
SECONDARY IDEAS	OBJECTIVES
4.2 People organize to provide order, leadership, and protection.	Given proper materials and directions, the student will: 4.2.5 list 3 major responsibilities of the governor: 1. Control of state departments 2. Fill vacancies in state and county 3. Veto bills. 4.2.6 develop a chart of the court system in Florida and label each: 1. Supreme 3. Circuit 2. District 4. County

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 5 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.1 Given proper materials and directions, the student will list in writing the three functions of state government and the department that administers each.

SUGGESTED ACTIVITIES

ACTIVITY A.

Materials:

Make a Florida capitol building cut-out of tagboard with the dome separate from other parts of the building. Write vocabulary word on each dome and the definition for each on the lower part of building. (Laminate for sturdiness.) Place all parts in a large envelope.

Directions or Strategies:

Students match the given vocabulary to the correct definitions by matching a capitol dome to the lower part of the building. (Provide a key for self-checking in the envelope.)

Vocabulary:

1. legislature - The branch of government made up of elected officials responsible for enacting laws.
2. executive branch - The branch of government headed by the governor which makes sure state laws are enforced.
3. judiciary - The branch of government, made up of court systems in each state, that conducts and interprets laws.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 5 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

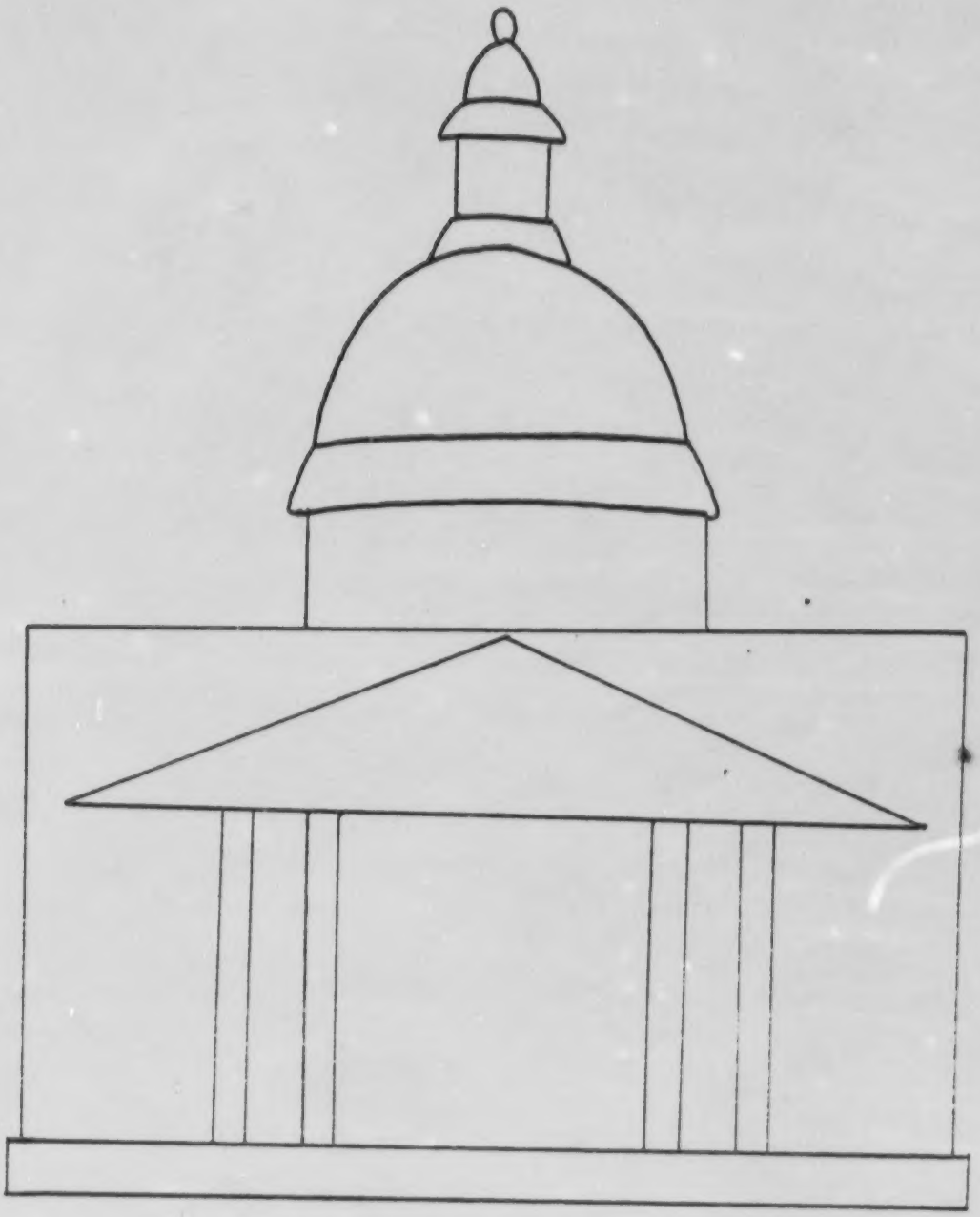
OBJECTIVE: 4.2.1 Given proper materials and directions, the student will list in writing the three functions of state government and the department that administers each.

SUGGESTED ACTIVITIES

ACTIVITY A.

4. attorney general - The chief law officer in a state executive branch who sees that state laws are enforced.
5. governor - The elected official acting as chief executive in state government.
6. senate - The upper branch in the legislative branch.
7. house - The lower branch in the legislative branch.
8. legislators - The elected officials who debate bills and enact laws.
9. lieutenant governor - The elected official directly under the governor in rank of the executive branch.
10. representatives - The elected officials representing groups of people and serving in the legislative branch.
11. supreme court - The top court in most states' judicial system.

Pattern For Capitol Dome Activity



GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 5 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.1 Given proper materials and directions, the student will list in writing the three functions of state government and the department that administers each.

SUGGESTED ACTIVITIES

ACTIVITY B.

Materials:

Collect current news articles (within a month) dealing with government. Make a chart with vocabulary words used in Activity A.

Directions or Strategies:

Students will select a news article from a newspaper or magazine. Place a vocabulary chart on the wall. Ask students to underline all words in the article that are also on the chart.

Students will read their news articles and decide to which branch of government the article is related.

The class may make a bulletin board with the articles. Divide the board into 3 sections representing the 3 branches of state government. Match articles with corresponding sections.

Legislative Branch - enacts laws

Executive Branch - enforces laws

Judiciary Branch - interprets laws

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 5 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.1 Given proper materials and directions, the student will list in writing the three functions of state government and the department that administers each.

SUGGESTED ACTIVITIES

ACTIVITY C.

Materials:

Flannel board cut-outs from given pattern may be blown up by an opaque projector.
Flannel board.

Directions or Strategies:

Make a flannel board display or bulletin board with moveable parts illustrating the three branches of state government, their functions, and the officials in each branch. Discuss these branches and their functions with students.

Background Information:

Three branches of state government
1. Legislative branch
   a. Enacts state laws
   b. Bicameral, elected by state voters
      (1) Senate
      (2) House

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 5 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.1 Given proper materials and directions, the student will list in writing the three functions of state government and the department that administers each.

SUGGESTED ACTIVITIES

ACTIVITY C.

2. Executive branch
   a. Enforces, administers laws
   b. Governor, lieutenant governor, attorney general, elected by state voters

3. Judiciary branch
   a. Interprets laws
   b. Four levels
      (1) Supreme Court of Florida
      (2) District Courts of Appeal
      (3) Circuit Courts
      (4) County Courts

Class Discussion Questions:

1. How do state laws become laws?
2. Who decides what the state laws will be?
3. How can these laws affect your life? Who enforces the law?
4. Describe your state government.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 5 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.1 Given proper materials and directions, the student will list in writing the three functions of state government and the department that administers each.

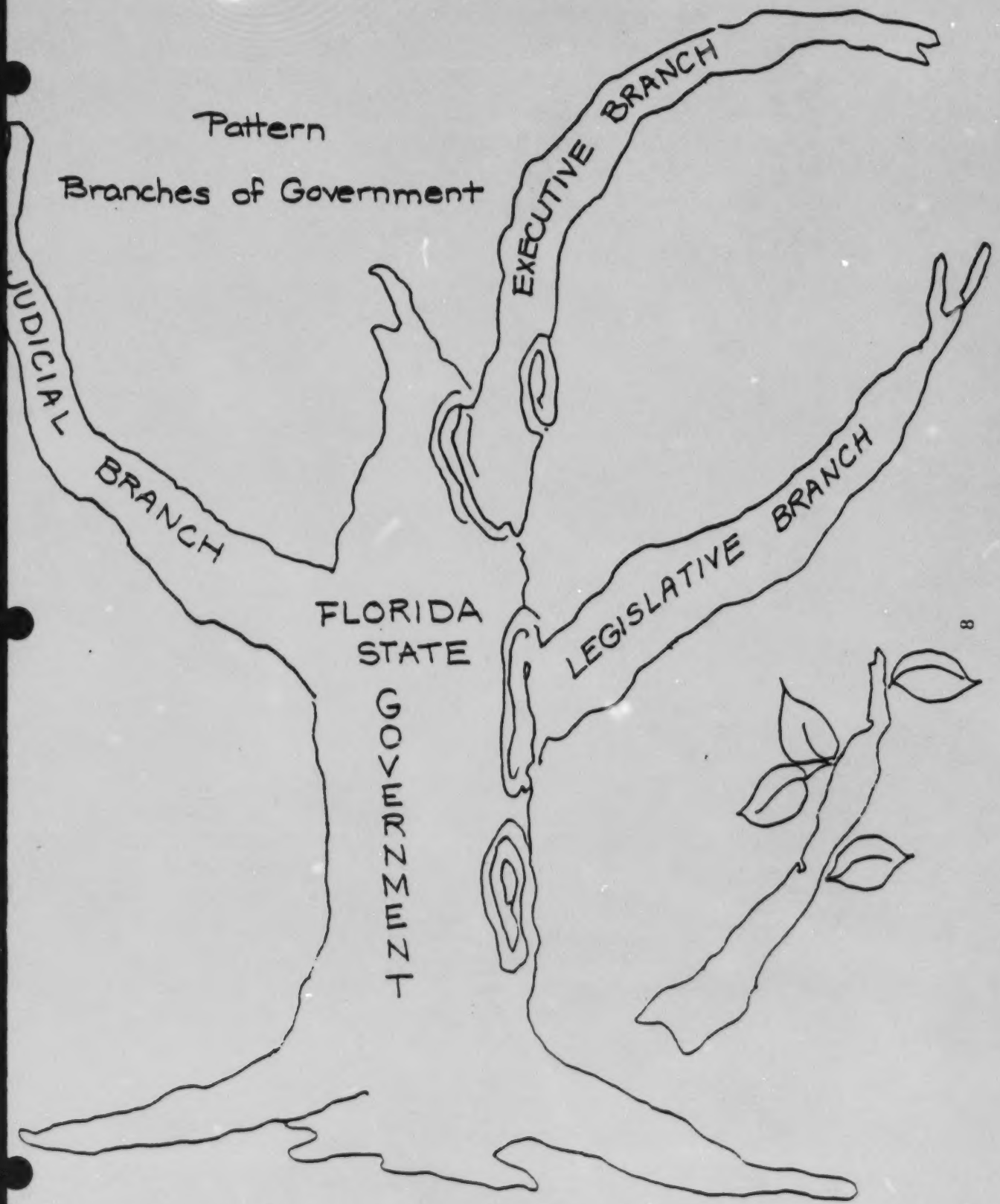
SUGGESTED ACTIVITIES

ACTIVITY C.

5. How do you feel about our state government?

6. How does each branch of state government affect you?

The flannel board or bulletin board can later be used as reinforcement by mixing the parts and adding extra pieces for students to put the right pieces back together. (This can be placed in a Law-Awareness Learning Center.)


Pattern
Branches of Government
JUDICIAL BRANCH
EXECUTIVE BRANCH
LEGISLATIVE BRANCH
FLORIDA STATE GOVERNMENT

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 1 Day

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.2 Given proper materials and directions, the student will list in writing the two bodies of the Legislature: The House of Representatives and the Senate.

SUGGESTED ACTIVITIES

ACTIVITY A.

Materials:

Paper
Pencils

Directions or Strategies:

Secure names and addresses of Duval County representatives to the Florida House of Representatives and the Senate.

Have each child write a letter to a representative. Ask that he select an issue of particular importance to him.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 1 Day

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.2 Given proper materials and directions, the student will list in writing the two bodies of the Legislature: the House of Representatives and the Senate.

SUGGESTED ACTIVITIES

ACTIVITY A.

Some suggested topics are:

1. Capital punishment
2. ERA
3. Cuban refugees
4. Electricity prices
5. Clean environment
6. State income tax
7. State parks
8. Energy conservation
9. Speed limit
10. Child abuse
11. Pay scale for prison workers
12. Violence on TV
13. Conservation of natural resources
14. State roads
15. Prison system
16. Education

Be sure to teach correct letter form.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 1 Day

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.3 Given proper materials and directions, the student will explain how members of the legislative body are chosen and identify their major responsibilities.

SUGGESTED ACTIVITIES

ACTIVITY A.

Materials:

None

Direction or Strategies:

The teacher will provide background information in a lesson on elections. The following items should be emphasized:

1. The Florida State Legislature is composed of two bodies: the Senate and the House of Representatives.
2. Both houses of the legislature have equal power, and legislation on any subject may be introduced into either house.
3. There are 40 members in the Senate. Members are elected to a four year term.
4. Senate districts are based on a population ratio of 170,000 residents.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 1 Day

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.3 Given proper materials and directions, the student will explain how members of the legislative body are chosen and identify their major responsibilities.

SUGGESTED ACTIVITIES

ACTIVITY A.

5. There are 120 members in the House of Representatives. Members are elected to a two year term.

6. The Governor of Florida and members of the Cabinet are elected to four year terms in even numbered years between presidential elections. The Governor may serve two terms. Members of the Cabinet may serve any number of terms.

Invite the Supervisor of Elections to speak to the classroom on local election procedures. A suggested list of questions for him to answer is as follows:

1. What are the laws governing the eligibility of a person to vote in Florida?

2. Which laws determine where precinct lines are drawn?

3. How do you see that a polling place follows legal procedures?

4. Who counts the ballots? How do you make sure this is a legal process?

5. How do you make arrangements to see that people who are away from home, visiting in another state or county, are able to vote legally?

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 1 Day

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.3 Given proper materials and directions, the student will explain how members of the legislative body are chosen and identify their major responsibilities.

SUGGESTED ACTIVITIES

ACTIVITY A.

6. What is a sample ballot? Can it be used for voting?
7. How can you be sure that a voting machine records a person's actual vote?
8. Is it possible for illegal votes to be mixed with legal ones?
9. What is the advantage of using a voting machine?
10. Can you make a reasonably accurate prediction of voter turnout before an election?

You may wish to plan a field trip to the courthouse to visit the office of the Supervisor of Elections, to watch registration procedures, and to practice using a voting machine.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 3 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.4 Given proper materials and directions, the student will match the titles of cabinet members to their correct duties.

SUGGESTED ACTIVITIES

ACTIVITY A.

Materials:

Cardboard or Poster Board
Markers
Rubber Bands
Brads

Directions or Strategies:

Use this activity in a learning center. On a piece of poster board print the titles of each member of the Florida State Cabinet on the left. On the right, print the principal duties of each member. Put brads beside each title and each duty. Hook a rubber band around the brad on the left. The student will then connect it to the matching duty.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 3 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.4 Given proper materials and directions, the student will match the titles of cabinet members to their correct duties.

SUGGESTED ACTIVITIES

ACTIVITY A.

1.	Governor 0	0 1.	I control the spending of the State's money.
2.	Lieutenant Governor 0	0 2.	I am the Governor's legal advisor.
3.	Secretary of State 0	0 3.	I work with products: dairy, animal, fruit, vegetable, forestry.
4.	Attorney General 0	0 4.	I keep the State's money safe. I am also Insurance Commissioner.
5.	Comptroller 0		
6.	Treasurer 0	0 5.	I supervise the entire school system.
7.	Commissioner of Agriculture 0	0 6.	I am the Chief Executive of the State.
8.	Commissioner of Education 0	0 7.	I often take the Governor's place when he has other duties.
		0 8.	I do a great deal of paper work such as public records, elections, and licenses.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 3 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.4 Given proper materials and directions, the student will match titles of members to their correct duties.

SUGGESTED ACTIVITIES

ACTIVITY B.

Materials:

Paper bag puppets to represent 4 or 5 cabinet members.
A script that is distributed to each member.

Directions or Strategies:

Students may be appointed to take the part of cabinet members. Each student is given a script and a puppet made of a paper bag and construction paper. One student will take the part of the Governor and narrate the skit.

The activity may be done without these visuals. Then, identifying cards should be made for each member taking part.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 3 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.4 Given proper materials and directions, the student will match titles of cabinet members to their correct duties.

SUGGESTED ACTIVITIES

ACTIVITY B.

SCRIPT:

Governor: "Hello, boys and girls. Let me introduce myself. My name is (supply current name), Governor of the Sunshine State of Florida. I want to tell you a little about my work and introduce you to the members of my Cabinet.

Most of my powers are shared with others, but the governorship is a great responsibility. I am the chief executive officer of the state, and I have three very important legislative powers. I can send messages to the state legislature, call special sessions of the legislature, and veto bills passed by the legislature.

Let me introduce you first to the Lieutenant Governor."

Lieutenant Governor: "My job is sometimes like that of a substitute teacher. I am acting governor whenever the governor is out of the state. If for any reason the position of governor becomes vacant, I become governor. Not every state has a lieutenant governor - eight do not."

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 3 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.4 Given proper materials and directions, the student will match titles of cabinet members to their correct duties.

SUGGESTED ACTIVITIES

ACTIVITY B.

Governor: "The lieutenant governor is a valuable person who is a great help to me and to Florida.

The person in our state who is responsible for keeping an enormous number of records is the Secretary of State."

Secretary of State: "You may think you have a great deal of homework to do! Listen to how I spend my time! I am responsible for running the public records office, regulating elections, granting licenses for various persons such as all detectives and agencies like employment agencies, and registering all organizations and charities. I handle library services through the State library. I publish rules and regulations of state agencies, charter corporations, record trademarks and contracts, and commission notaries public. I also oversee the Division of Archives, History, and Records Management, and I coordinate all cultural activities.

Whee! Sometimes I think I must be the busiest person in Florida."

Governor: "Another of my responsibilities is in the judicial areas. I have some power of mercy toward persons accused or convicted of a crime. I can shorten sentences, release prisoners on parole, or grant pardons. I work with a board of pardons on these things. My chief legal advisor is the Attorney General of Florida."

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 3 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.4 Given proper materials and directions, the student will match the titles of cabinet members to their correct duties.

SUGGESTED ACTIVITIES

ACTIVITY B.

Attorney General: "Yes, I act as legal advisor to the governor, to other state officers, and to the legislature. I am the State's chief prosecutor, and I appear in court on behalf of the State in all suits brought against it.

I am the head of the Department of Legal Affairs, and I answer questions about the law that are asked by any state or city agency. I do not answer legal questions from private citizens. Citizens must hire their own lawyers for that."

Governor: "The State Government would be unable to function properly without our expert Attorney General. I am responsible for general law enforcement in Florida. I am aided by the Attorney General and our fine Florida Department of Law Enforcement.

Another job I do is help draw up a budget for the State and submit it to the legislature. Assistance comes from the 'watchdog of the public treasury', the Comptroller."

Comptroller: "My job is to control the spending of the State's money. I authorize the actual spending of public money before it is spent. Now you know why I am called a 'watch-dog'.

I also head the Department of Banking and Finance and serve as the Commissioner of Banking."

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 3 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.4 Given proper materials and directions, the student will match titles of cabinet members to their correct duties.

SUGGESTED ACTIVITIES

ACTIVITY B.

Governor: "The important person who receives the State's money for safekeeping is the State Treasurer."

Treasurer: "Keeping the money safe is only part of my job. I serve as the Florida Insurance Commissioner, the State Fire Marshall, and I enforce laws covering liquid petroleum gas. Policemen and firemen who retire receive retirement benefits, and I am in charge of that program, too."

Governor: "The Commissioner of Agriculture is a cabinet member in Florida. His job involves eleven different areas. Here he is to tell you about them."

Commissioner of Agriculture: "Florida is a principal agricultural state. So many products are shipped from our state to other parts of the world, we need a Commissioner of Agriculture to set standards and see that they are met. I work with standards, marketing, the dairy industry, vegetable and fruit inspection, the animal industry, inspection, forestry, chemistry, plant industry, consumer services, and administration."

Governor: "A large part of our State's budget is used for education. The person responsible for th supervision of our entire shcool system is the Commissioner of Education."

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 3 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.4 Given proper materials and directions, the student will match the titles of cabinet members to their correct duties

SUGGESTED ACTIVITIES

ACTIVITY B.

Commissioner of Education: "My job includes the whole school system in Florida from kindergarten through graduate school. I work closely with the school boards in Florida counties to help provide the best possible system of education for you."

Governor: "Have you learned some of the specific duties of cabinet members? I certainly hope so.

And one other thing I want you to learn. In Florida, the Governor, the Cabinet Members, and the heads of departments and agencies such as conservation, corrections, health, labor and welfare, all work together for the mutual benefit of all. Our job is to follow both the national and the state constitutions, keep the functions of government legal, and provide the kind of leadership that, with your help, will make our Sunshine State great!"

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 1 Day

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.5 Given proper materials and directions, the student will list three major responsibilities of the governor: 1. Control of state departments, 2. Fill vacancies in state and county, 3. Veto bills.

SUGGESTED ACTIVITIES

ACTIVITY A.

(See Reinforcement Activities, p. 29.)

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 10 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.6 Given proper materials and directions, the student will develop a chart of the court system in Florida and label each: Supreme, District, Circuit, County.

SUGGESTED ACTIVITIES

ACTIVITY A.

Materials:

Diagram of courtroom on poster board.
Index cards or sentence strips with the names of court people on them.
Separate cards with their jobs on them.

Directions or Strategies:

The courtroom is a very important part of a judicial system. It is good for us to have knowledge of a courtroom setup and the jobs of the people in a courtroom.

Before showing students the diagram, let students name the people involved in a courtroom trial. List them on the board. Show the diagram of the courtroom to students. Ask them to tell what person fits in each position. Be sure the positions, people, and their jobs are covered. Display poster on bulletin board with people and job description cards available.

Match the people cards with the courtroom positions. Use thumbtacks. Then match the job description cards with the people cards. Tack them next to the people cards.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 10 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.6 Given proper materials and directions, the student will develop a chart of the court system in Florida and label each: Supreme, District, Circuit, County.

SUGGESTED ACTIVITIES

ACTIVITY A.

People cards:

1. judge
2. prosecuting attorney
3. defense attorney
4. jury
5. clerk
6. witness
7. spectators
8. reporter
9. bailiff
10. defendant
11. plaintiff

Job description cards:

1. The person who is elected or appointed to hear and decide questions of law in court cases and make sure fair procedures are used.

2. The person that defends the interests and rights of the people of the state against the defendant in a criminal case.

3. The person who defends the defendent or the accused person.

4. The people chosen by law, who are satisfactory to both sides of a lawsuit, to decide the facts of a case.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 10 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.6 Given proper materials and directions, the student will develop a chart of the court system in Florida and label each: Supreme, District, Circuit, County.

SUGGESTED ACTIVITIES

ACTIVITY A.

5. The official who keeps court records and official files.
6. The person who has knowledge of facts having to do with a case being tried, and who gives testimony.
7. The people who are present only as onlookers.
8. The person who records court proceedings and makes copies of them.
9. The officer who has charge of the accused person while he is in the courtroom.
10. The person against whom legal action is brought.
11. The person who files a complaint and brings legal action against another person.

Follow-up Activity: Field trip to the courthouse.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 10 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.6 Given proper materials and directions, the student will develop a chart of the court system in Florida and label each: Supreme, District, Circuit, County.

SUGGESTED ACTIVITIES

ACTIVITY B.

Materials:

Cassette Tape
Cassette Recorder
Headphones
Chart Paper

Directions or Strategies:

Tape the following on cassette tape.

People In The Courtroom

"The following are people involved in a courtroom setting. We have discussed them and their duties in class. They are the judge, bailiff, clerk, jury, defense attorney, prosecuting attorney, defendant, plaintiff, reporter, and witness. These names are listed on the chart display on the board. Now you will hear job descriptions of these people in a courtroom trial situation. Listen to each description; then write the name of the person who fits each description." (pause)

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 10 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.6 Given proper materials and directions, the student will develop a chart of the court system in Florida and label each: Supreme, District, Circuit, County.

SUGGESTED ACTIVITIES

ACTIVITY B.

1. "I am the person who files a complaint and brings legal action against another person. "Who am I?" (pause) (Do not give answers on the tape.)

2. "I am appointed or elected to hear and decide questions of law in court cases and make sure that fair procedures are used. Who am I?" (pause)

3. "I protect the interests and rights of the people of the state against the defendant in a criminal case. Who am I?" (pause)

4. "I am the person who has knowledge of facts having to do with a case being tried, and I also give testimony. Who am I?" (pause)

5. "We are chosen by law, satisfactory to both sides of a lawsuit, to decide the facts of a case. Who are we?" (pause)

6. "I am the officer who has charge of the accused person while he is in the courtroom. Who am I?" (pause)

7. "I am the person against whom a legal action is brought. Who am I?" (pause)

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 10 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.6 Given proper materials and directions, the student will develop a chart of the court system in Florida and label each: Supreme, District, Circuit, County.

SUGGESTED ACTIVITIES

ACTIVITY B.

8. "I record court preceedings and later make good copies of them. These copies can be used in a higher court when a case is appealed. Who am I?" (pause)

9. "I defend the defendant or the accused person. Who am I?" (pause)

10. "I am the official who keeps court records and official files. Who am I?" (pause)

"Get ready to check your paper." (pause)

"Now, let's check to see how well you did. #1 - plaintiff, #2 - judge, #3 - prosecuting attorne
#4 - witness, #5 - jury, #6 - bailiff, #7 - defendant, #8 - reporter, #9 - defense attorney
#10 - clerk. I hope you did well. If you missed 4 or more, rewind the tape and try again later

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 10 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.6 Given proper materials and directions, the student will develop a chart of the court system in Florida and label each: Supreme, District, Circuit, County.

SUGGESTED ACTIVITIES

ACTIVITY C.

Materials:

Four large empty cardboard boxes of the same size
Four jars of tempra paint in different colors
Markers

Background Information:

The Florida Judicial System is divided into 2 main groups: the trial courts and the appellate courts. The following is an outline of these courts from highest to lowest.

1. Supreme Court of Florida: is the state's highest court. It is an appellate court and is located in Tallahassee. There are 7 justices; at least 5 hear appeals, and at least 4 must agree to reach a decision.

   Hears: cases involving great public interest.

   criminal cases involving a death penalty or life imprisonment.

   bond validation appeals.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 10 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.6 Given proper materials and directions, the student will develop a chart of the court system in Florida and label each: Supreme, District, Circuit, County.

SUGGESTED ACTIVITIES

ACTIVITY C.

appeals on state or federal constitution questions and validity of state and federal laws.

cases where the decision of one district court of appeals conflicts with the decision of another.

2. District Courts of Appeal: are appellate courts where only matters of law are argued (e.g. whether a law is constitutional or if evidence presented at a trial was legally sufficient to convict the defendant). Three judges hear lawyers argue their positions in an appeal from circuit courts dealing with civil or criminal cases.

   Judges were elected before 1977; now voters vote 'yes' or 'no' to retain or not to retain a judge for 6 or more years. If one is not retained, the vacancy is filled by the Governor from a list presented by the Judicial Nominating Commission.

   There are 5 District Courts in Florida:

   District 1 in Tallahassee
   District 2 in Lakeland
   District 3 in Miami
   District 4 in West Palm Beach
   District 5 in Daytona Beach

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 10 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.6 Given proper materials and directions, the student will develop a chart of the court system in Florida and label each: Supreme, District, Circuit, County.

SUGGESTED ACTIVITIES

ACTIVITY C.

3. Circuit Courts: are the highest trial courts in a state. Judges are elected by voters to a 6 year term.

   Hear: criminal cases: felony crimes punishable by imprisonment in a state penitentary.

   probate cases: involving estates, wills, trusts, and guardianships.

   civil cases: involving more than $5,000.00, dissolution of marriage, adoptions, paternity suits, real estate disputes, and appeals from county courts.

   juvenile cases: including criminal, ungovernable child, and dependent child cases.

4. County Courts: are trial courts. Judges are elected by voters to a 4 year term.

   Hear: criminal cases: misdemeanor crimes punishable by imprisonment in a county jail.

   traffic cases: violations of traffic laws, including those involved with crimes such as drunk driving.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 10 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.6 Given proper materials and directions, the student will develop a chart of the court system in Florida and label each: Supreme, District, Circuit, County.

SUGGESTED ACTIVITIES

ACTIVITY C.

(Make a brief outline on chalkboard or chart paper of court system information.)

Divide the class into 4 groups. Assign each group one of the four levels of the court system to study in this project.

Each group will paint the sides of its box, each box one color, but a different color for each box. Let boxes dry completely.

Each group is responsible for displaying learned information on the sides of its box. This may be done with large magic markers on the box, or on paper, and attached to the sides. Each side of each box should bear the name of the court.

The boxes are stacked one on top of the other in order with the highest court on top.

These boxes may be mixed up daily and a student called upon to put them in the correct order and tell one fact about each court.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 10 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.6 Given proper materials and directions, the student will develop a chart of the court system in Florida and label each: Supreme, District, Circuit, County.

SUGGESTED ACTIVITIES

ACTIVITY D.

Materials:

A poster or bulletin board with cards showing the names of the various courts in Florida
An envelope of cards that identify different types of cases
Thumbtacks

Directions or Strategies:

Following several lessons concerning the structure of the court system in Florida and the function of each court, the student will match the types of cases tried in each court to the card that contains the name of each branch.

This activity may be used either as a bulletin board design or a learning center.

The following information may be printed on cards:

1. A man has been arrested in Jacksonville for speeding and running a stop sign. (County-Traffic)

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 10 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.6 Given proper materials and directions, the student will develop a chart of the court system in Florida and label each: Supreme, District, Circuit, County.

SUGGESTED ACTIVITIES

ACTIVITY D.

2. A woman has been arrested in Jacksonville for stealing a dress in a department store. (County-Criminal)

3. A landlord in Jacksonville is suing a tenant for non-payment of $850.00 in rent. (County-Civil)

4. A man is accused of the third degree felony of selling marijuana. (Circuit-Criminal)

5. Upon the death of a father, the family asks the court for help in settling a will. (Circuit-Probate)

6. A couple wishes to adopt a baby. (Circuit-Civil)

7. A nine year old is accused of vandalizing a school. (Circuit-Juvenile)

8. A trial is moved to this court because there is a disagreement about the evidence presented at a trial. (District Court of Appeals)

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 10 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.6 Given proper materials and directions, the student will develop a chart of the court system in Florida and label each: Supreme, District, Circuit, County.

SUGGESTED ACTIVITIES

ACTIVITY D.

9. This court hears appeals of great public interest such as whether or not to impose life imprisonment on a criminal. (The Supreme Court of Florida)

10. A case concerning failure to pay taxes may be heard here. (Federal Court)

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 10 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decision.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.6 Given proper materials and directions, the student will develop a chart of the court system in Florida and label each: Supreme, District, Circuit, County.

SUGGESTED ACTIVITIES

ACTIVITY E.

Materials:

None

Directions or Strategies:

Invite a juvenile counselor to the class to speak on the process of the juvenile court, the difference between delinquent and dependent children, and the types of rehabilitation programs available for young people who are in custody of the juvenile court.

Follow the talk with a question and answer session. Sample questions are:

1. What is a maximum security center, and who is required to go there?
2. What is a minimum security center?
3. Why would a juvenile be placed in a group home?
4. Why are foster homes needed? Do delinquent juveniles go to foster homes?

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 10 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.6 Given proper materials and directions, the student will develop a chart of the court system in Florida and label each: Supreme, District, Circuit, County.

SUGGESTED ACTIVITIES

ACTIVITY E.

5. What happens when a juvenile is assigned to a counselor?
6. What is juvenile due process?
7. When a juvenile offender becomes an adult, what happens to his juvenile record?
8. Under what circumstances may a juvenile be tried as an adult?

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 10 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.6 Given proper materials and directions, the student will develop a chart of the court system in Florida and label each: Supreme, District, Circuit, County.

SUGGESTED ACTIVITIES

ACTIVITY F.

Materials:

Chalk
Chalkboard
Ditto sheet of 3 common types of cases

Directions or Strategies:

Following a lesson on referrals of juveniles to juvenile authorities, complete the following paper activity with the class:

Read each case carefully. Decide if the juvenile involved is delinquent, dependent, or ungovernable. Write the correct term in the space provided. Discuss each decision.

_____ Nancy is eleven. She lives with her mother in an apartment that has no running water. Rats and roaches are everywhere. Nancy's mother is unable to work because she is sick.

_____ Joey was caught setting fire to a neighbor's car. He had earlier been a suspect in four yard fires in his neighborhood.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 10 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.6 Given proper materials and directions, the student will develop a chart of the court system in Florida and label each: Supreme, District, Circuit, County.

SUGGESTED ACTIVITIES

ACTIVITY F.

_____ Charles is picked up in Georgia late at night. He is ten. He has a record of running away from home often and excessive absences from school.

_____ Frances is twelve. Her mother claims she is uncontrollable. She often has temper tantrums and destroys furniture. She disobeys every demand her mother makes.

_____ Renee has been caught stealing from a department store. She has been working with a guidance counselor because of many problems she has had with stealing. This time she was shoplifting expensive items. She stole a bathing suit, a leather wallet, and some jewelry.

_____ Walter called the police to report that his stepfather had beaten him with a leather strap. The police discovered cut marks on his face and shoulders. One eye was swollen shut.

GRADE LEVEL Four

THEME Our Widening World

SUGGESTED TIME 10 Days

PRIMARY IDEA: 4.0 People have power over their own actions and decisions.

SECONDARY IDEA: 4.2 People organize to provide order, leadership, and protection.

OBJECTIVE: 4.2.6 Given proper materials and directions, the student will develop a chart of the court system in Florida and label each: Supreme, District, Circuit, County.

SUGGESTED ACTIVITIES

ACTIVITY F.

Lee is in trouble every day at school. He constantly gets in fights, damages property, and misbehaves in the classroom. His mother reports that he is a problem at home and in the neighborhood. She doesn't know how to manage him.

PART III

LAW-RELATED CURRICULUM

REINFORCEMENT ACTIVITY SHEETS

Award Certificates

Top Citizen of The Week

TEACHER

Top Citizen of The Week

SAFETY

Name _____

Safety- If You Should Get Lost

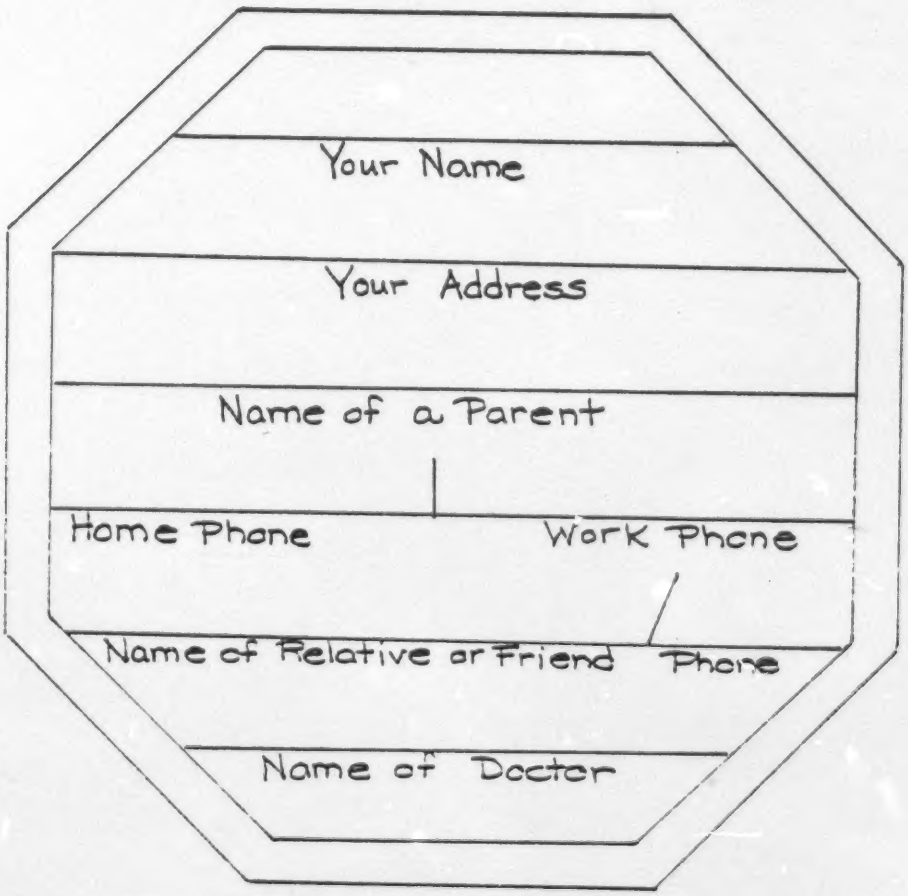
What should you do if you get lost?

Where can you go for help?

Whom can you trust?

Fill in the information blanks. You may need to ask your parents for help.

Memorize this important information.

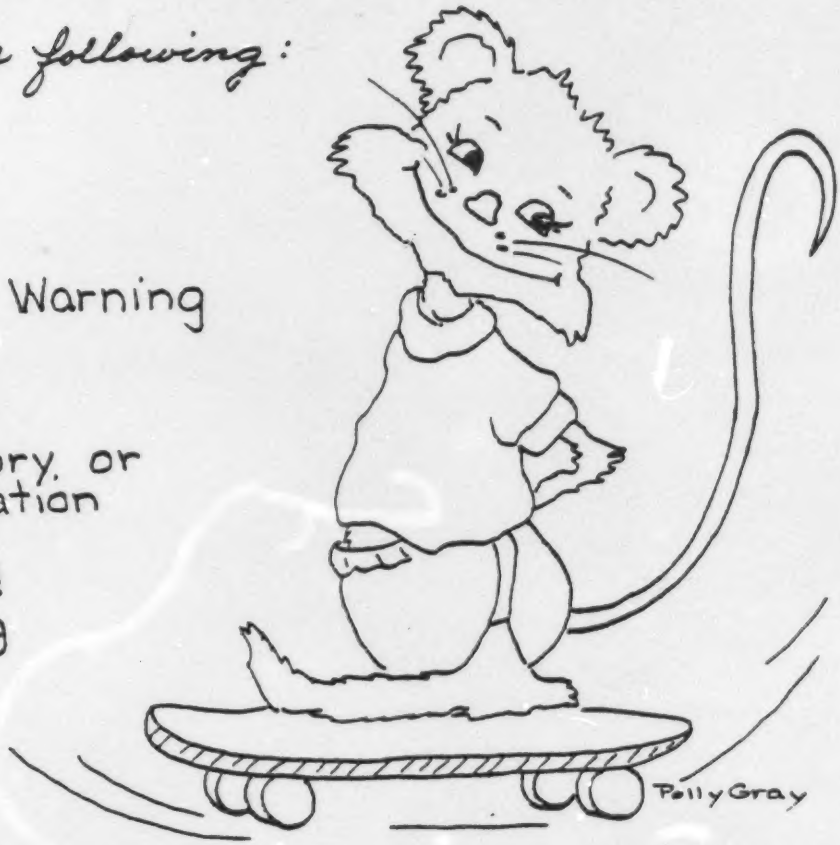


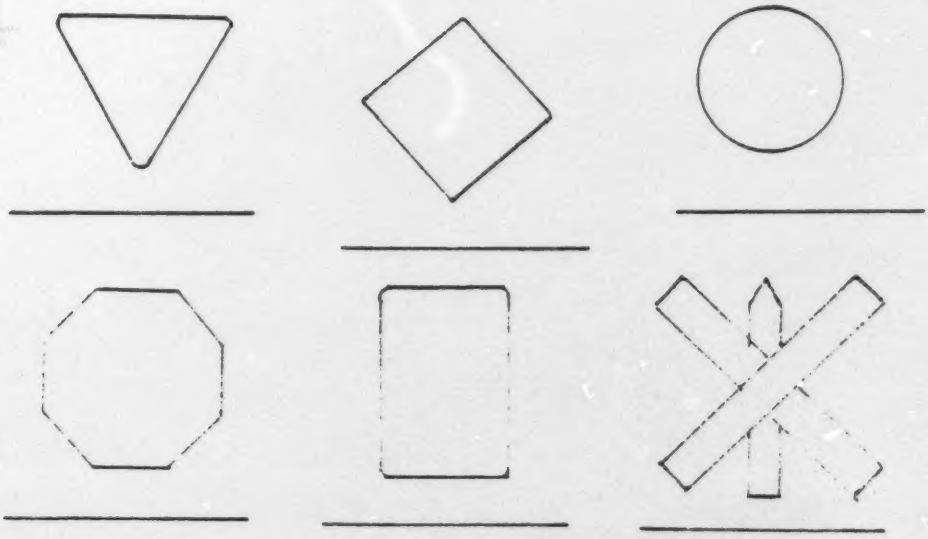
Name _____

Traffic Signs

Match the following:

1. Stop
2. Yield
3. Railroad Warning
4. Warning
5. Regulatory, or Information
6. Railroad Crossing



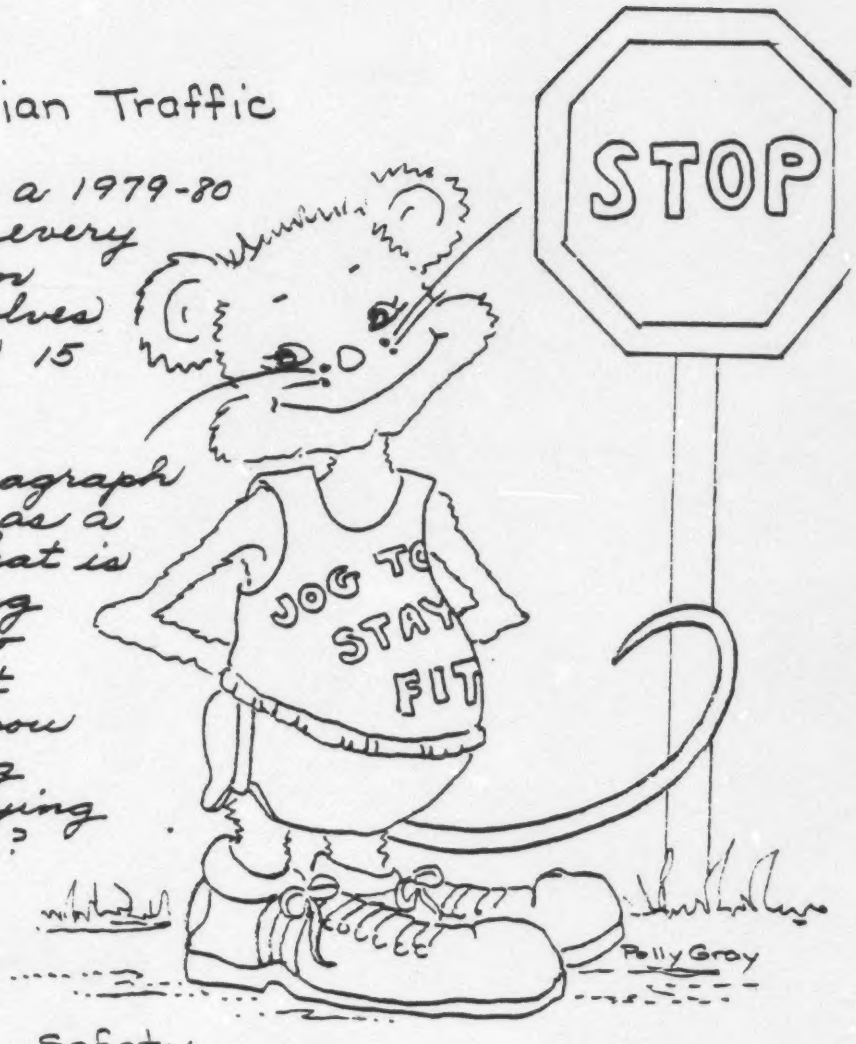


4

Pedestrian Traffic

According to a 1979-80 survey, one of every two pedestrian accidents involves a child under 15 years of age.

Write a paragraph about yourself as a pedestrian. What is a safe walking rule for you to follow? What reasons can you give for acting safely and obeying walking rules?

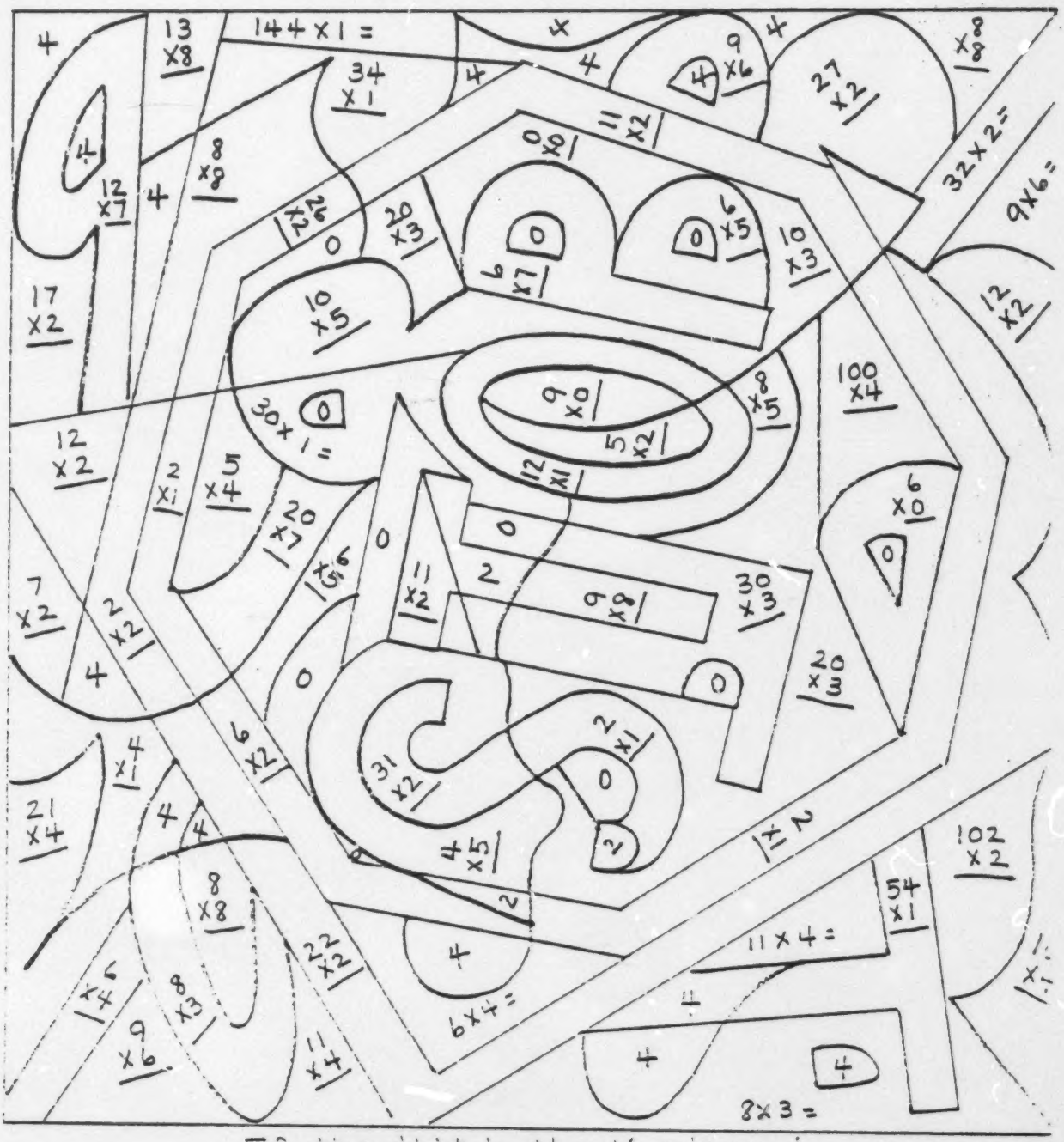


Pedestrian Safety

Name _____

Name _____

Multiplication Puzzle



If the digit in the 1's place is

4
Color the shape yellow

0
Color the shape red

2
Leave the shape white

Name _____

Traffic Safety

bicycle
cars
caution
crosswalk
emergency
go
green
information
laws
lights
listen
look
mopeds
motorcycle
pedestrian
railroad
red
safety
signal
signs
skid
slow
stop
trucks
u-turn
vehicle
walk
warning
yellow
yield

I N C A R S S W A L P H I
E N A S E D N G N E E R G
M B F L F E O L R E D S J
E C L O C P I M N O E A W
R D I W R O T P O T S F O
G O S U O M U P Q R T E L
E S T T S O A T R S R T L
N T E U S T C T A U I Y E
C H N R W O S R I V A R Y
Y G Y N A R I U L O N T E
I I A Z L C G C R W N D L
E L O O K Y N K O F X I C
L B K D O C A S A G F K I
D C L J E L L S D H M S H
S N G I S E B I C Y C L E
W A R N I N G G W A L K V

Name _____

Bicycle Safety Rules Game

This game may be placed in a file folder and laminated, or it may be duplicated for each child.

Children must first read the list of rules. Words are found in the rules.

Answers are as follows:

1. Brakes
2. Traffic
3. Crossing
4. Safety
5. Reflector
6. Bicycle
7. Pedestrians
8. Inspect
9. Hand
10. Single File
11. Ride
12. Light
13. Obey
14. Race
15. Rules
16. Handlebars
17. Intersection
18. Signals

Bicycle Safety Rules

1. Obey all traffic signs and signals.
2. Give pedestrians the right of way.
3. Ride with the traffic.
4. Use proper hand signals.
5. Walk bike when crossing busy intersections.
6. Ride in single file.
7. Inspect bike before each ride.
8. Have good brakes.
9. Don't race in traffic.
10. Keep at least one hand on the handlebars.
11. Have a reflector on the back.
12. Wear light colored clothing at night.
13. Have a light on the front.
14. Don't tow anyone.
15. Never hitch a ride on a car.
16. Keep your bicycle locked when not in use.

Name _____

Bicycle Safety Rules

Read the list of bicycle safety rules. All of the words in this activity may be found in the rules. Use only consonants in the blanks.

B_A_E_
_ _A_ _ _I_
C_O_ _I_ _
_A_E _Y
_E_ _E C_O_
_I_ _ _ _LE
_E_E_ _ _ _I A_ _
I_S_E_ _
_A_ _
_I_ _ _E F I_E
_I _E
_I_ _T
O_E Y
R A_E
_U_E_
_A_ _ _L E_A_ _
I_ _E_ _E_ _ _I O_
S I_ _A_ _

Name _____

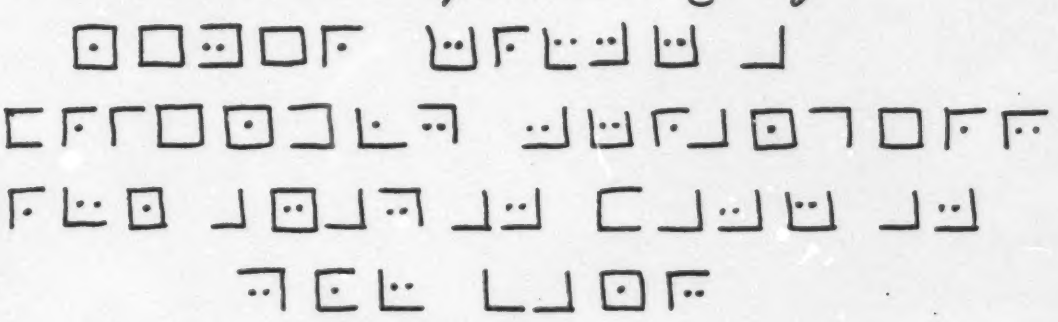
SAFETY

A	B	C
D	E	F
G	H	I

J	K	L
M	N	O
P	Q	R

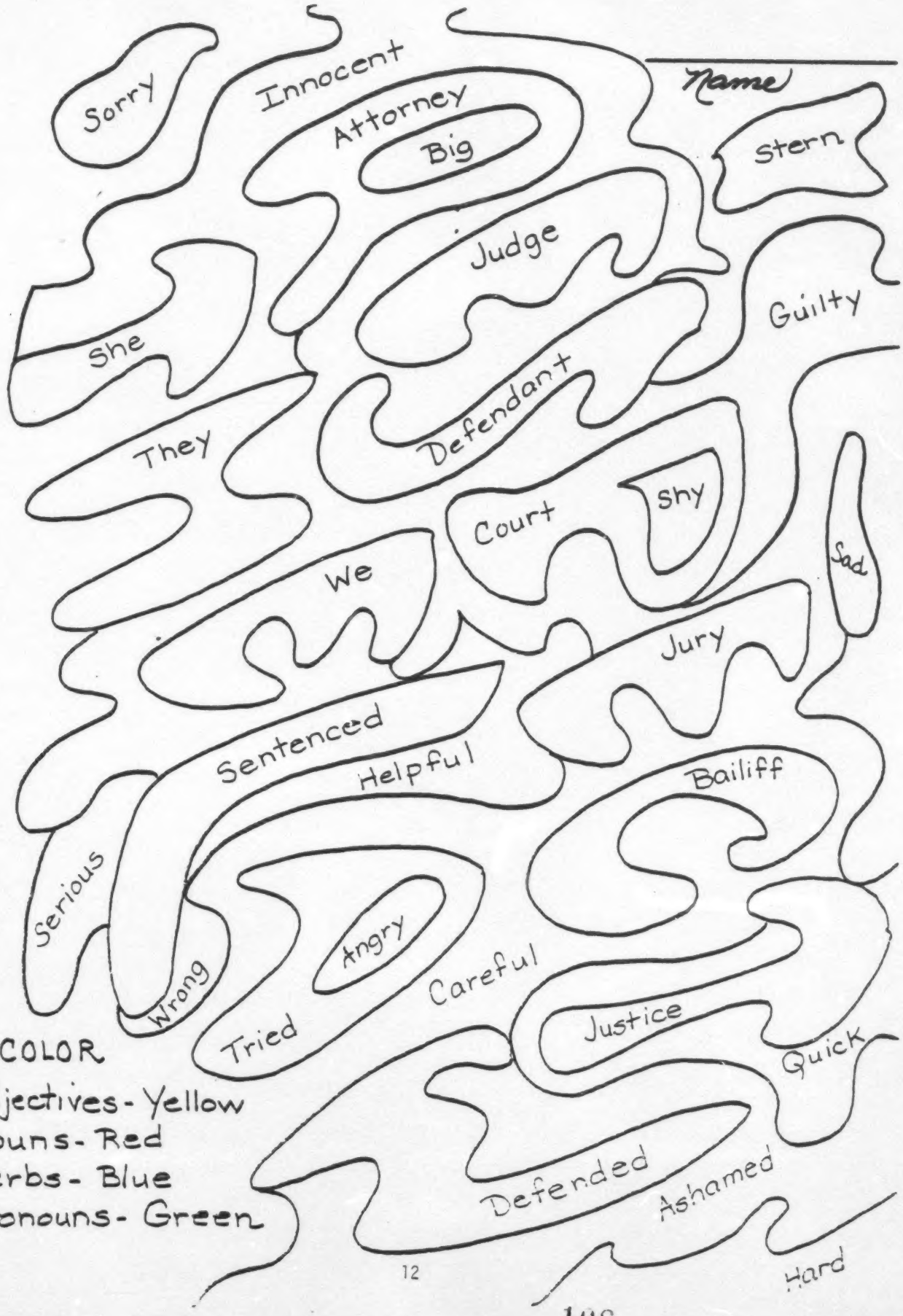
S	T	U
V	W	X
Y	Z	.

Decode This Important Message.



10

COURTS


Name
Sorry
Innocent
Attorney
Big
Stern
Judge
Guilty
She
They
Defendant
Court
Shy
Sad
We
Jury
Sentenced
Helpful
Bailiff
Serious
Angry
Careful
Wrong
Tried
Justice
Quick
Defended
Ashamed
Hard
COLOR
Adjectives - Yellow
Nouns - Red
Verbs - Blue
Pronouns - Green

Name _____

Juvenile Court

Directions

1. Match the items in Column A with the definitions in Column B.
2. Write the number of each word in the blank beside the letter of its definition.
3. Write the number of each word in the space of the Magic Square that matches the letter of its definition.
4. Add the numbers down, across, and diagonally on each row. All sums should be the same. If they are not, try again.

Column A

1. Juvenile
2. Delinquent
3. Neglected
4. Disposition
5. Justice
6. Custody
7. Dependent
8. Law
9. Proceedings

Column B

___A. Treatment decision, usually made by the judge; sentence
___B. Actions; goings-on.
___C. One who needs care because he has committed acts harmful to himself and others.
___D. One who needs care because parents or guardians refuse or neglect to care for him.
___E. Fairness; administration of law.
___F. One who needs care because his parents or guardians cannot care for him.
___G. Rule of conduct.
___H. Young person, usually under the age of 18.
___I. Keeping, arrest.

A	B	C
D	E	F
G	H	I

Magic Number _____

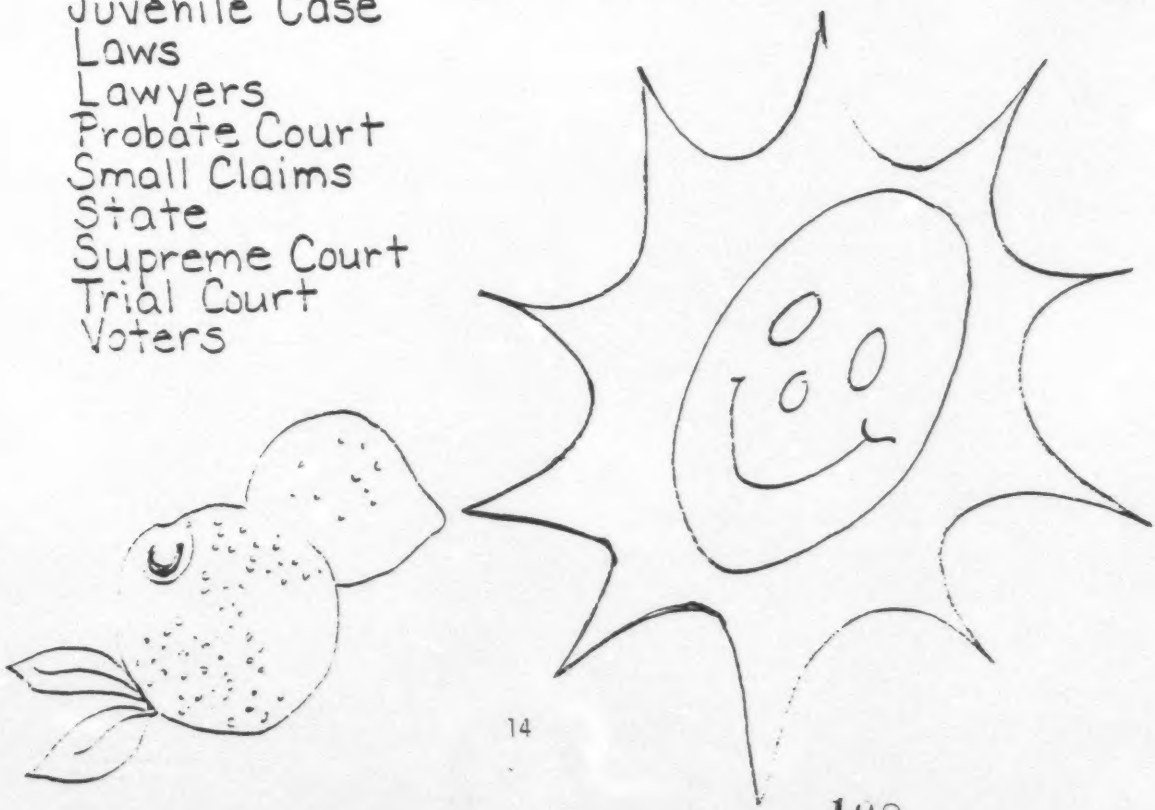
Name _____

Florida State Judicial System

WORD LIST

Appeal
Appellate Court
Cases
Circuit Court
Civil
Conflict
County Court
District Court
Elect
Felony
Governor
Judicial System
Judges
Jury
Juvenile Case
Laws
Lawyers
Probate Court
Small Claims
State
Supreme Court
Trial Court
Voters

A C P R O B A T E C O U R T S P
P J U V E N I L E C A S E M I D
P O U E L E C T B L F M E C X I
E G O D R D C S X A Z T S I T S
L Y L B G I R Y J W S O M R R T
L A W S L E J U R Y G T A C U R
A H P F T R S I S E O R L U O I
T J N O K U T L T R V U L I C C
E O V B U C A V A S E O C T E T
C A S E S I P Q T L R C L C M C
O T M S C L P O E S N L A O E O
U P O I I P E I R Y O A I U R U
R N D V R A A W E A R I M R P R
T U I T F E L O N Y D R S T U T
J C O U N T Y C O U R T Y P S Z



Name _____

Letter Pairs

Listed below in alphabetical order are 39 letter pairs. These letter pairs form words of 6 letters each. Figure out these words using the definitions. Cross out the letter pairs when used. When you finish, the first vertical column will tell you the theme of the puzzle. The first one is done for you.

1. In a court, those who do the sentencing.
2. Unfair.
3. Safe and se_____.
4. Cases brought before a judge and jury.
5. A hurt, sometimes from an accident.
6. Examples are traffic, county, circuit.
7. A person who is the best, such as an ex_____ mechanic.
8. A crime greater than a misdemeanor.
9. People who possess something, such as the ow_____ of a house.
10. In America, the Bill of_____ lists our freedoms.
11. To blame or ac_____ someone.
12. Legal.
13. To dawdle; to hang around school grounds.

1	J	U	D	G	E	S
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						

~~ac~~ co cu cu ~~dg~~ er ~~es~~ ex fe gh ia in it

~~ju~~ ju ju la lo lo ls ne ny ow pe re ri

rs rt ry se se st tr ts ts ul un ur wf

Puzzle Theme _____

Bailiff, Clerk, Judge, Jury, Defense Attorney, Defendant, Prosecuting Attorney, Plaintiff, Reporter, Witness

People in the Courtroom

1. I am the person who files a complaint and brings legal action against another person. Who am I? _____
2. I am appointed or elected to hear and decide questions of law in court cases and make sure fair procedures are used. Who am I? _____
3. I protect the interests and rights of the people of the state against the defendant in a criminal case. Who am I? _____
4. I am the person who has knowledge of facts having to do with a case being tried. I also give testimony. Who am I? _____
5. We are chosen by law to decide the facts of a case. We are accepted by both sides. Who are we? _____
6. I am the officer who has charge of the accused person while he is in the courtroom. Who am I? _____
7. I am the person against whom a legal action is brought. Who am I? _____
8. I record court proceedings and make official copies of everything that is said. Who am I? _____
9. I defend the defendant or the accused person. Who am I? _____
10. I am the official who keeps court records and official files. Who am I? _____

Name _____

Commemorative Stamps

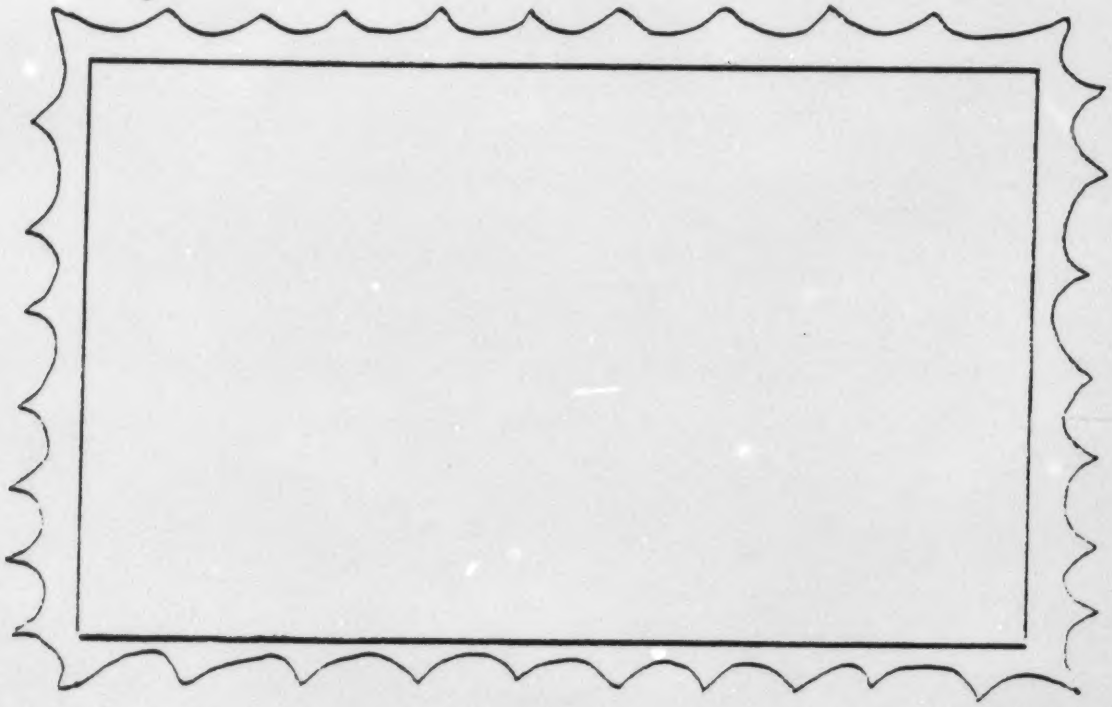
Among the recent issues of United States regular issue stamps are the Americana stamps showing the basic American freedoms, our roots of democracy.

A 1975 commemorative stamps with the words "World Peace Through Law" honors the 7th World Law Conference held in Washington, D. C., Oct. 17th, 1975. This stamp shows a drawing of a book, gavel, olive leaf, and a globe.

A 1966 issue honored the 175th anniversary of the Bill of Rights.

There are stamps honoring teachers, poets, artists, doctors, inventors, bankers, postal workers, scientists, law enforcement officers, and other American workers.

Use your imagination and design a stamp commemorating someone who performs legal services such as a judge or an attorney.

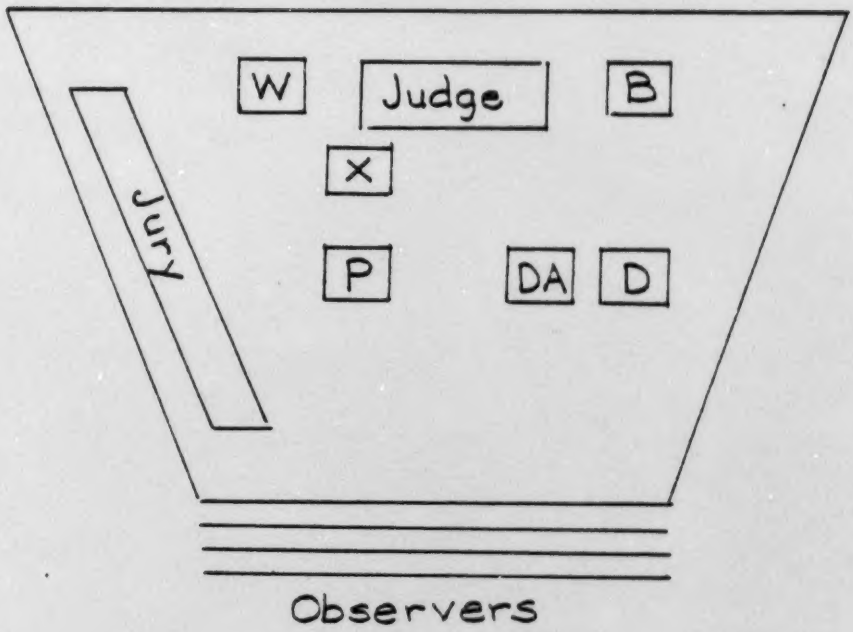


Name _____

Courtroom Diagram

W Witness	P Prosecutor
X Court Reporter	DA Defense Attorney
B Bailiff	D Defendant

Criminal Court



RULES, LAWS

Name _____

School Rules

You have been chosen to help write rules for students at your school.

Think about rules you feel are important for everyone to follow.

Write two rules. Be positive!

Here are some words you may wish to use:

cooperate, respect, manners, justice, pride

Rule I

Rule II

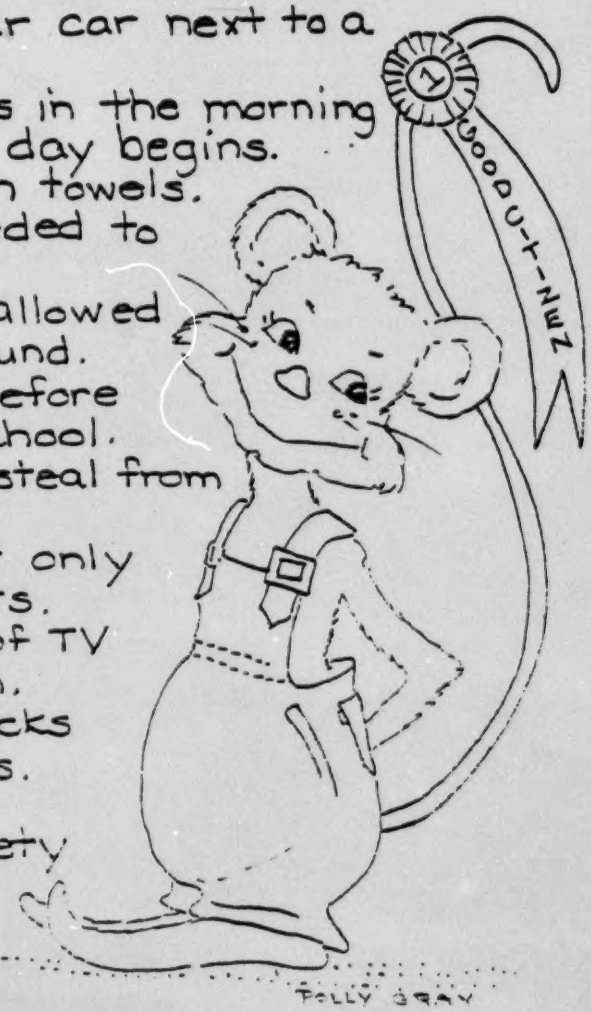
Name _____

NECESSITY OF LAWS AND LAW ENFORCEMENT

Identify each item as H - Home Rule, S - School Rule, or L - Law.

_____ 1. Bedtime is at 9:00.
_____ 2. Maximum speed on the highway is 55 mph
_____ 3. Brush your teeth every morning.
_____ 4. Stop for all red traffic lights.
_____ 5. No running in the hallways.
_____ 6. Be in your desks when the 9:00 bell rings
_____ 7. Put clothes in your closet on hangers.
_____ 8. Get a license to go duck hunting.
_____ 9. Turn in your homework on time.
_____ 10. Do not bring knives to school.
_____ 11. Do not park your car next to a fire hydrant.
_____ 12. Sharpen pencils in the morning before school day begins.
_____ 13. Pick up wet bath towels.
_____ 14. A license is needed to drive a car.
_____ 15. Fighting is not allowed on the playground.
_____ 16. Make your bed before leaving for school.
_____ 17. It is wrong to steal from a store.
_____ 18. Cross the street only at patrol posts.
_____ 19. Only one hour of TV each afternoon.
_____ 20. Do not throw rocks at car windows.

Write a good safety rule for home or school.



Name _____

Vocabulary

Choose 24 words from the vocabulary list.

Law Vocabulary Bingo				

The center square is a free space.

The winner fills five squares in a row.

22

Name _____

Law Vocabulary Bingo

Choose 24 words from this list. Write your choices in the 24 squares on your Bingo card. Place a marker on each word your teacher reads. Five squares in a row is a winner.

Accused
Anger
Annoy
Arson
Assault
Authority
Burglary
Community
Consequence
Constitution
Crime
Damage
Defendant
Enforce
Felony
Forgery
Harass
Injure
Judge
Jury
Justice
Juvenile
Liable
Negligence
Offense
Parole
Pedestrian
Penalty
Police
Probation
Punishment
Responsibility
Safety
Suspicious
Traffic
Trespass
Truancy
Vandalism
Verdict
Witness

AUTHORITY,
EQUALITY,
PRIVACY

Individual Differences

Draw a picture of yourself on a large piece of construction paper.

Fill in the blanks on this page with information about yourself.

Cut out the bottom part of this page and glue it to the lower right corner of your self portrait.

MYSELF

I am proud of myself when _____

I want to learn how to _____

My favorite color is _____

My favorite food is _____

My best subject in school is _____

My favorite hobby or activity is _____

One reason I am special is _____

When I become an adult I want to _____

Name _____

Alphabet Code

Each letter has a number under it. In the boxes write the letter that goes with each number.

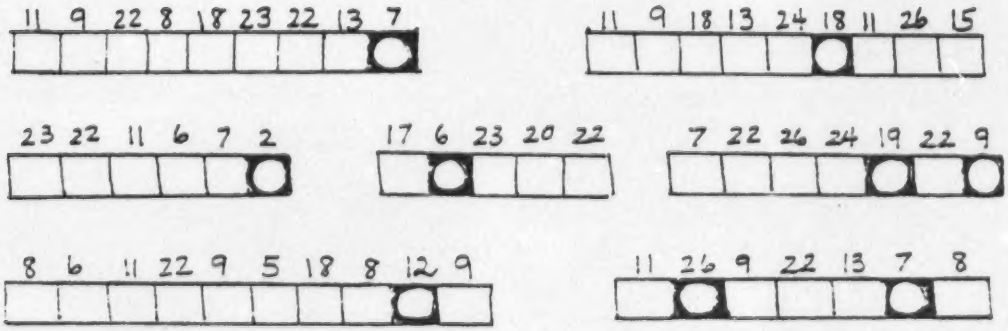
The letters inside each dark circle are key letters. Write these letters on the nine spaces at the bottom of the page.

Unscramble the letters to form a word. The word completes the sentence.

A	B	C	D	E	F	G	H	I	J	K	L
26	25	24	23	22	21	20	19	18	17	16	15

M	N	O	P	Q	R	S	T	U	V	W	X
14	13	12	11	10	9	8	7	6	5	4	3

Y	Z
2	1



_ _ _ _ _ _ _ _ _

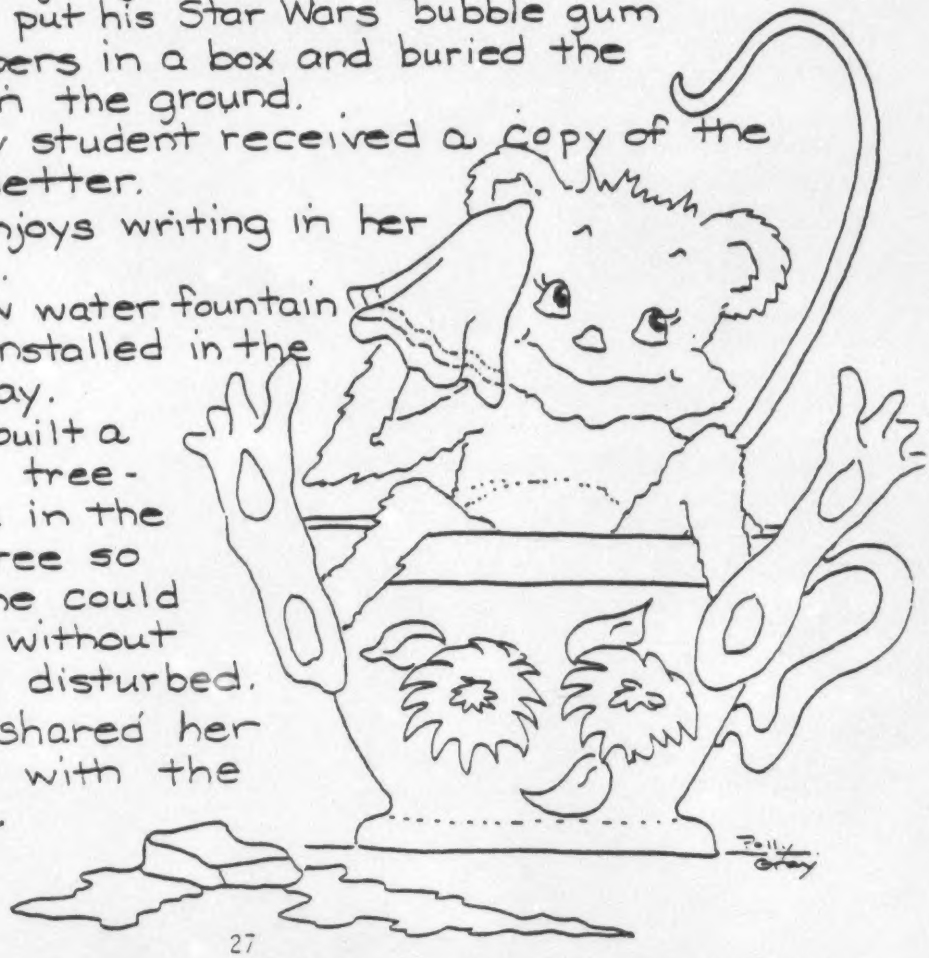
These people are all _____ figures.

Name _____

Private or Public?

Read each sentence carefully. Each sentence refers to a situation that is either private or public. Write Pv. for private and Pb. for public in the blanks.

_____1. Jane is reading a letter from her pen pal.
_____2. Bob went to his room to read his report card.
_____3. Mr. Allen is checking his bank book to see how much money he has in his savings account.
_____4. Herman is going to announce the game scores on the loud speaker system.
_____5. Donna is tacking a newspaper article on the bulletin board.
_____6. Joan is going to see the guidance counselor.
_____7. Mitch put his Star Wars bubble gum wrappers in a box and buried the box in the ground.
_____8. Every student received a copy of the newsletter.
_____9. Dot enjoys writing in her diary.
_____10. A new water fountain was installed in the hallway.
_____11. Jess built a small tree-house in the oak tree so that he could read without being disturbed.
_____12. Sara shared her poem with the class.



FLORIDA

Name _____

Duties of the Governor of Florida

H L J A U T F D I Q U M L P R L B R
S E D U C A T I O N K R O X E A S E
N G A G D E S G J R X E Y A K W G C
O I P L A I H Z C S V T W N A E N E
I S P I T L C K M Y J R S T M N I I
S L O H W H F I V P S A E E E F D V
S A I D T I A L A N M E I G C O L E
E T N M C G O N O L P Y N D A R I V
S I T O O H E D D T I R O U E C U I
L V M T P W R S Q S R U M B P E B S
A E E B D A F K U O A O E E M M C I
I V N C P Y R L H N T F R T E E I T
C B T E G S J S I J V F E A R N L O
E N S I G N P A P E R S C T C T B R
P O L I C E M O K T E G H S Y D U S
S L E V I T U C E X E F E I H C P C

Appointments
Ceremonies
Chief Executive
Education
Four Year Term
Health and Safety
Highways
Judicial
Law Enforcement
Legislative
Mercy
Pardons
Peacemaker
Police
Public Buildings
Receive Visitors
Sign Papers
Special Sessions
State Budget
Veto

MISC.

Name _____

Reading A Notice

Read the notice. Circle the letter beside the best answer to questions on the next page.

NOTICE: PLAYGROUND RULES

Users of the Funtime Playground must follow the rules listed below. Those who do not follow the rules will be asked to leave by the Funtime Playground Director.

1. Playground hours are from 8 A.M. to 9 P.M.
2. No dogs are allowed on the playground.
3. Bike riders must walk bicycles on the playground. Bikes may be chained to the rack. No riding is allowed.
4. Keep the playground area clean. Litter, such as bottles, cans, and paper, must be placed in trash cans.
5. Flowers and shrubs are for everyone to enjoy. Please do not pick them.
6. The pool is open for swimming between the hours of 9 A.M. to 6 P.M. Children under the age of seven may not swim unless they are with an adult (18 years or over).

REMEMBER: This playground belongs to all of us. Let's keep it clean and safe.

Name _____

1. When is the playground open?
   a. from 9 A.M to 6 P.M.
   b. from 8 A.M. to 9 P.M.
   c. from 8: A.M. to 6 P.M.

2. Which rule tells you about flowers and shrubs?
   a. rule number 5
   b. rule number 2
   c. rule number 4

3. What happens if you don't follow the rules?
   a. You must pay a fine.
   b. You will be asked to leave.
   c. The notice does not say.

4. May you ride a bike on the playground?
   a. No, you must walk.
   b. Yes, but only in the picnic area.
   c. The notice does not say.

5. When may children under seven swim?
   a. when a lifeguard is on duty
   b. between 10 A.M. and 4 P.M.
   c. when they are with an adult.

6. When is the pool open?
   a. between 8 A.M. and 9 P.M.
   b. between 9 A.M. to 6 P.M.
   c. at 6:00 in the morning

7. When may you bring a dog on the playground?
   a. in the afternoons
   b. never
   c. with permission from the playground director

8. Which rule tells you about keeping the playground clean?
   a. rule number 1
   b. rule number 6
   c. rule number 4

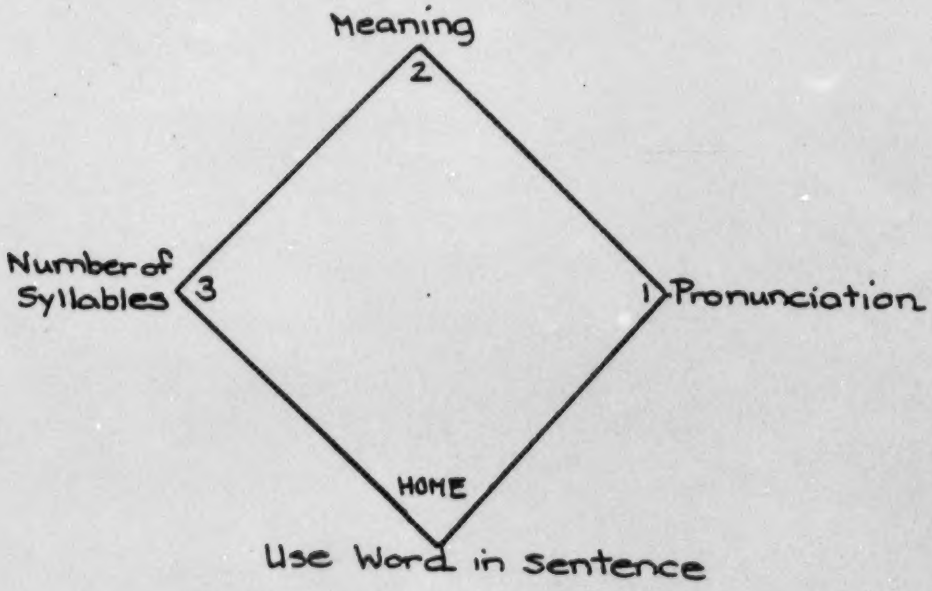
9. What must you do with litter?
   a. throw it in the pool
   b. put it in trash cans
   c. burn it

10. At what age is a person legally an adult, according to the notice?
    a. 21
    b. 16
    c. 18

Why is it important to help the playground clean and safe?

Do you disagree with any rule? Why?

VOCABULARY BASEBALL



Choose two teams of four players each.
Give each player a game marker.
Show the first player a flash card with a vocabulary word concerning law.
Player placed his marker at home plate.
He moves to 1st base if he pronounces the word correctly.
He moves to 2nd base if he can give the meaning of the word.
He moves to 3rd base by identifying the number of syllables.
He scores a run if he can use the word correctly in a sentence.
If the player makes an incorrect answer, the word goes to the other team.
A winner is declared when one team scores 10 runs.

Make your baseball diamond on poster board and laminate it.
Choose words appropriate to your group.

The Witness Game

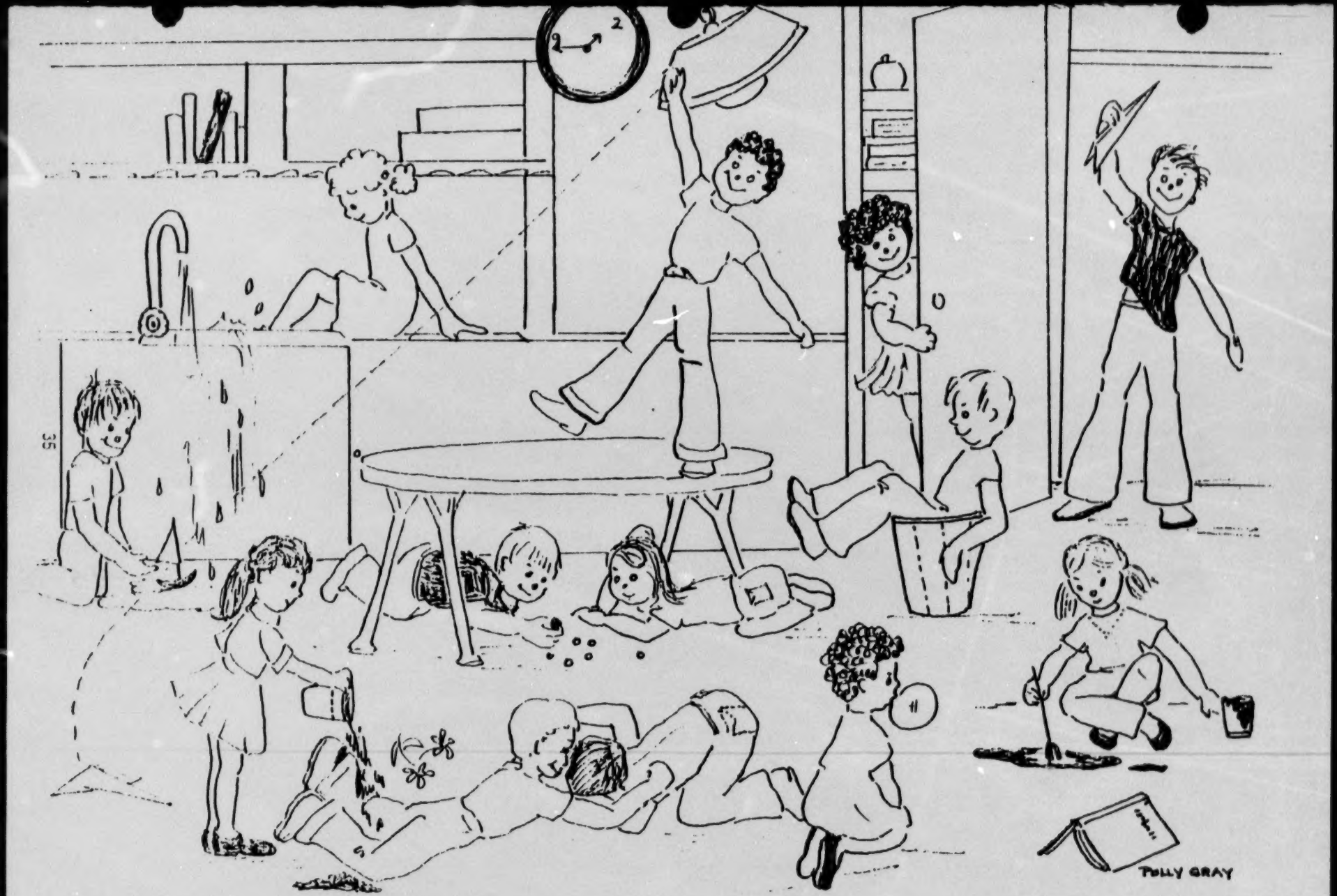
Duplicate the classroom picture on the next page. Give a copy to each child.

Ask the children to study the picture for five minutes in silence. Then have them turn the picture over and write answers to the following questions:

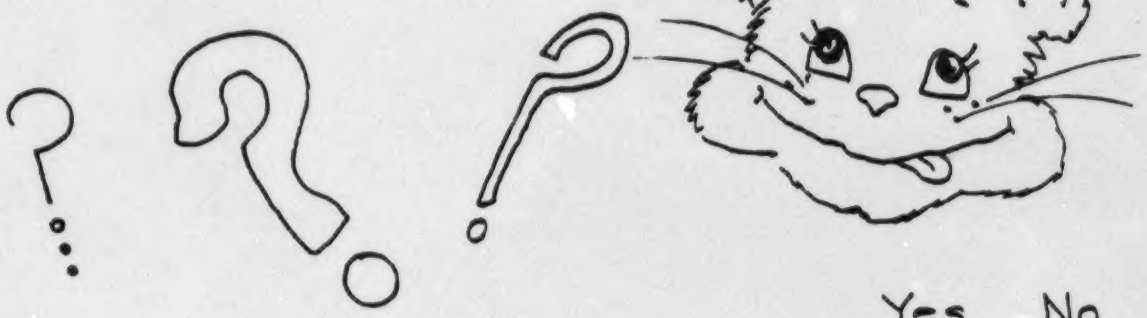
1. How many children are there? 9, 13, 15
2. Does the clock show a morning or afternoon time?
3. Are there more boys than girls?
4. What are the children under the table doing?
5. How many paper airplanes do you see?
6. Is an adult in the picture?
7. One girl is painting the floor. What is the girl doing who is watching the painter?
8. One girl is emptying a pot of something on one of the fighters. What was in the pot?

Following this activity, use the picture for a discussion class. Ask such questions as:

1. Which activity is most dangerous?
2. Should each child receive the same punishment?
3. Should any child be punished?
4. What rule would you make for children's behavior in any class while the teacher is out of the classroom?
5. Should different rules be made to fit the need of different classrooms?


TOLLY GRAY

ARE YOU A DECISION MAKER?



	Yes	No
1. Do you choose your own friends?		
2. Do you decide what to wear to school?		
3. Do you spend your allowance as you like?		
4. Do you help plan family trips and activities?		
5. Do you choose what you watch on TV?		
6. Do you decide when to do homework?		
7. Do you choose what you eat at lunch?		
8. Do you choose your own bedtime?		
9. Do you plan how to spend your free time?		
10. Do you choose which books you read for fun?		